

# MontCAS

(Montana Comprehensive Assessment System)

## English Language Proficiency Assessment

### **MontCAS English Language Proficiency (ELP) Assessment**

### **Technical Report**

**2010–2011**



## Table of Contents

	Page
1. Purpose of the Technical Report	1
2. Description of the MontCAS ELP	1
2.1 Purpose of the MontCAS ELP	1
2.2 Structure of the MontCAS ELP	2
2.3 New Item Development	8
2.4 Alignment of the MontCAS ELP	8
3. MontCAS ELP 2010–2011 Administration	8
3.1 Testing Window	8
3.2 Assessment Training	8
3.3 Test Administrator Scripts	9
3.4 Listening Test Administration	9
3.5 Setting for the Test	9
3.6 Timing	9
3.7 Prompting and Repeating Test Information	9
3.8 Testing Absentees	10
3.9 Testing Accommodations	11
4. MontCAS ELP 2010–2011 Test Security	12
4.1 Bar-Coding and Return of Secure Materials	12
4.2 Storage and Shredding of Secure Materials	12
5. MontCAS ELP 2010–2011 Scoring and Reporting	13
5.1 Scoring of Multiple-Choice Items	13
5.2 Writing Checklist	13
5.3 Oral Reading Items	13
5.4 Scoring of Constructed-Response Items	13
5.5 Reporting	18

## Table of Contents (Continued)

	Page
6. MontCAS ELP 2010–2011 Item Analyses	19
7. Scaling and Equating of the MontCAS ELP	21
8. Reliability of the MontCAS ELP	26
9. Validity of the MontCAS ELP	31
9.1 Content-related Validity	31
9.2 Construct and Criterion-related Validity	31
10. MontCAS ELP Performance by Year	34
References	45
Appendices	
A. MontCAS ELP Item Difficulty and Discrimination Data	47
Table A1. Grade K: Form A	47
Table A2. Grades 1–2: Form B1	49
Table A3. Grades 1–2: Form B2	51
Table A4. Grades 3–5: Form C1	53
Table A5. Grades 3–5: Form C2	55
Table A6. Grades 6–8: Form D1	57
Table A7. Grades 6–8: Form D2	59
Table A8. Grades 9–12: Form E1	61
Table A9. Grades 9–12: Form E2	63
B. 2010–2011 Score Reports Interpretation Guide	65

## List of Tables

	Page
Table 1. Structure and Content of MontCAS ELP 2009-2010 and 2010–2011 Test Forms	5
Table 2. Configuration of MontCAS ELP Forms Administered in 2006 (2007), 2008, and 2009 (2010)	7
Table 3. Points Awarded for CWPM Ranges	13
Table 4. Constructed-Response Items	14
Table 5. Summary of Reader Reliability for MontCAS ELP Constructed-Response Items	16
Table 6. Summary of MontCAS ELP 2010–2011 Item Difficulty and Discrimination by Grade Span and Language Domain	20
Table 7. Anchor Item Points by Form and Modality	22
Table 8. Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2010–2011 Test Forms by Grade	27

## List of Tables (Continued)

	Page
Table 9. Correlations Among Scaled Scores on Individual Language Domain Tests	32
Table 10. Numbers of Students Scoring at Each Performance Level on the MontCAS ELP Test and on MontCAS Criterion-Referenced Tests in ELA and Math	33
Table 11. Correlations between Performance Levels on the MontCAS ELP and ELA and Math CRT	34
Table 12. Performance on 2009 and 2010 MontCAS ELP Test Forms by Grade	35
Table 13. Total MontCAS ELP Level by Grade in 2007 – 2010	39
Table 14. Summary of 2009 to 2010 Growth Reports	41
Table 15. Summary of 2008 to 2009 Growth Reports	42
Table 16. Summary of 2007 to 2008 Growth Reports	43
Table 17. Summary of 2006 to 2007 Growth Reports	44

## List of Figures

	Page
Figures 1–4. Step Values of Anchor Items for 2009 and 2010 IELA Forms	23

## **MontCAS English Language Proficiency (ELP) 2010–2011 Technical Report**

### **1. Purpose of the Technical Report**

The purpose of this report is to provide the Montana Office of Public Instruction (OPI) as well as Montana educators, citizens, researchers, and other interested parties with technical documentation for the development, administration, and reporting of the Fall 2010 administration of the MontCAS English Language Proficiency Assessment (MontCAS ELP). This report includes evidence of the reliability and validity of the assessment as well as other information about test administration and results. Although this technical report covers the 2010–2011 administration of the MontCAS ELP, some data from the previous administrations are included for reference and comparison.

### **2. Description of the MontCAS ELP**

**2.1 Purpose of the MontCAS ELP.** The Montana English Language Proficiency Assessment (MontCAS ELP) is an assessment of English language proficiency for grades K–12. It is a modified version of an assessment developed for the Mountain West Assessment Consortium and designed to fulfill the requirements of Title III of the Federal “*No Child Left Behind*” (NCLB) Act (No Child Left Behind, 2002). The MontCAS ELP assesses English proficiency in listening, speaking, reading, and writing, and reports scores in each of those language domains as well as in comprehension (a combination of select items from the Listening and Reading tests) and a total score, representing overall English proficiency. The MontCAS ELP was designed to assess the status of a student’s proficiency in English and to measure progress in attaining English proficiency.

The MontCAS ELP was designed to be administered to all students who have been identified as “limited English proficient” (LEP) in the State of Montana. The process for identifying students as LEP is controlled at the district level and may include administering the Home Language Survey as well as one or more of a number of assessments. The instructions printed in the *MontCAS ELP Test Administrator Manuals* read as follows:

Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:

1. an individual who was not born in the U.S. or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The LEP population in the state of Montana is different from that of many other states. In Montana, up to 80% of the students identified as LEP are of American Indian descent and are very likely growing up in communities where English is the primary language. However, the English used in those communities may very well be a nonstandard version. The uniqueness of student populations in the Western United States, including the prevalence of students of American Indian descent, was part of the impetus for the formation of the Mountain West Assessment Consortium. The test development procedures (Matthews, 2007) took the characteristics of the student population in member states into consideration. Although the population in Montana includes a higher percentage of students of American Indian descent, that population is not qualitatively different from that of other Mountain West member states.

**2.2 Structure of the MontCAS ELP.** MontCAS ELP test forms were designed for specific grade/grade clusters: K, 1–2, 3–5, 6–8, and 9–12. For every grade cluster except Kindergarten, there are two forms differentiated by a number suffix (e.g., C1 and C2). The Level 1 forms were designed to be administered to students on the lower end of the English proficiency scale (i.e., Beginner) and the Level 2 forms designed for students on the upper end of the scale (i.e., Intermediate and Advanced).

**MontCAS ELP 2006–2007.** The first set of MontCAS ELP forms, designated MontCAS ELP 2006–2007, was administered in Fall 2006. These forms were based on Mountain West Form I and were previously administered in Idaho as the Idaho English Language Proficiency Assessment (IELA). Item development for all items that were developed by the Mountain West Assessment Consortium was done in accordance with procedures outlined in Matthews (2007). More detailed information about the MontCAS ELP 2006–2007 forms is included in the *MontCAS ELP Technical Report, 2006–2007*.



**MontCAS ELP 2007–2008.** A second set of MontCAS ELP forms, designated MontCAS ELP 2007–2008, was administered in Fall 2007. The MontCAS ELP 2007–2008 forms were similar in structure to the MontCAS ELP 2006–2007 forms but with approximately 70% different items. The new items on MontCAS ELP 2007–2008 were developed as part of the original Mountain West Consortium item development and were drawn from the Mountain West item bank (i.e., Forms II and III). Prior to their use on MontCAS ELP forms, Mountain West items that had not been previously used on MontCAS ELP test forms were reviewed for content and structure and edited where appropriate. Directions for administration were revised, where necessary and appropriate, to conform to the conventions adopted in MontCAS ELP 2006–2007. The MontCAS ELP 2007–2008 forms were previously administered in Idaho in Spring 2007 as the IELA. All edits to items were made in advance of the administration of the test in Idaho. Items that were in common between the 2006–2007 and 2007–2008 forms served as anchor items to equate the 2007–2008 to the 2006–2007 forms. More detailed information about these forms is included in the *MontCAS ELP Technical Report, 2007–2008*.

**MontCAS ELP 2008–2009.** A third set of MontCAS ELP forms, designated MontCAS ELP 2008–2009, was developed for administration in Fall 2008. Although these forms were developed using items that had appeared on earlier MontCAS ELP (2006–2007 and 2007–2008) forms, they differed somewhat from the structure of the 2006 and 2007 MontCAS ELP forms in several ways. First, 2008 MontCAS ELP forms were shorter in terms of number of points per language domain than their predecessors. This shortening was related to several of the following changes. Second, whereas in previous versions of MontCAS ELP, the same speaking and listening items appeared on Level 1 and Level 2 forms within a grade cluster, on the 2008 MontCAS ELP, the majority of items on Level 1 Speaking and Listening tests within each grade cluster were different from those on the Level 2 Listening and Speaking tests (i.e., only Level 1 to Level 2 linking items were common). Third, the difficulty of the 2008 MontCAS ELP forms was adjusted to align Level 2 forms more closely with the abilities of students to whom they were being administered. This latter change was implemented because the results of previous MontCAS ELP administrations suggested that the Level 2 forms were not challenging enough to capture performance at the upper levels of English proficiency.

**MontCAS ELP 2009–2010.** MontCAS ELP forms administered in 2009, designated MontCAS ELP 2009–2010, were developed using items from the Mountain West item bank that had appeared on earlier versions of the MontCAS ELP as well as additional items developed for the state of Idaho and used on the IELA in Spring 2009. Details of the item development are presented in the *MontCAS ELP Technical Report, 2009–2010*. Items that were in common between the forms administered in Idaho in 2008 and those administered in 2009 served as anchor items to equate the MontCAS ELP 2009–2010 forms to the MontCAS ELP 2008–2009 forms.

Test forms administered in 2009 as the MontCAS ELP 2009–2010 were previously administered in Idaho as the IELA. The structure of those forms, including the differences from previous forms, is addressed in the following section. Table 1 shows the structure of MontCAS ELP 2009–2010 forms, presenting for each test form the grade cluster in which the form is administered and the number of items by item type in each language domain, as well as the number of points represented by those items. The items and points in the Comprehension column do not contribute to the Totals shown in the last two columns because all Comprehension items are part of the Listening or Reading tests.

All Listening and Reading items were eligible to be included on the Comprehension test. Those items that assessed a lower-level reading skill (e.g., letter identification, sound-symbol correspondence) were not included as comprehension. In addition, stand-alone vocabulary items were not included although vocabulary-in-context items were included. Two members of the Questar Assessment Development staff with extensive experience in the development of English proficiency assessments independently identified those items on the Listening and Reading subtests that assessed comprehension. On those occasions where they disagreed, a third member of the Assessment Development staff evaluated the item and broke the tie.

**MontCAS ELP 2010–2011.** MontCAS ELP forms administered in 2010, designated MontCAS ELP 2010–2011, were identical in structure to forms administered in 2009 and represented in Table 1. These two sets of forms were built at the same time from the pool of items described in the previous MontCAS ELP 2009–2010 section of this report. Test forms administered in 2010 as the MontCAS ELP 2010–2011 were previously administered in Idaho as the IELA in Spring 2010. The more general characteristics of the MontCAS ELP 2009–2010 and the MontCAS ELP 2010–2011 forms include:

- *Item overlap within and between grade clusters.* Over the administrations of the MontCAS ELP from 2006 through 2009, there was a significant amount of overlap in the items that appeared on successive versions of a form (i.e., from one year to the next). Thus students who were tested in the same grade cluster (e.g., 3–5) would be tested with a significant percentage of the same items. For students who moved up a grade cluster, however, there would be little to no overlap in test content. This disparity was addressed in the forms administered in 2009 and those administered in 2010 by designing them with a similar number of common items across alternate forms within a grade cluster (e.g., Forms C2v1 [administered in 2009] and C2v2 [administered in 2010] in grades 3–5) or across grade clusters (e.g., Forms C2v1 in grade cluster 3–5 and D2v2 in grade cluster 6–8).
- *Reading fluency.* A new reading fluency task was added in 2009. In this task, students were timed as they read a short passage and performance was measured in terms of correct words per minute. Because this task requires individual administration, it was administered following the Speaking test.

**Table 1. Structure and Content of MontCAS ELP 2009-2010 and 2010-2011 Test Forms**

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts
<b>A</b>	<b>K</b>	<b>MC</b>	5	5	-	-	9	9	-	-	12	12	14	14
		<b>SA</b>	15	15	10	10	15	15	5	5	15	15	45	45
		<b>ER</b>	-	-	3	10	-	-	-	-	-	-	3	10
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>13</b>	<b>20</b>	<b>24</b>	<b>24</b>	<b>22*</b>	<b>22*</b>	<b>27</b>	<b>27</b>	<b>79</b>	<b>86</b>
<b>B1</b>  <b>B2</b>	<b>1-2</b>	<b>MC</b>	15	15	-	-	15	15	-	-	24	24	30	30
		<b>SA</b>	-	-	9	9	-	-	13	13	-	-	22	22
		<b>ER</b>	-	-	2	6	-	-	1	2	-	-	3	8
		<b>Total</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>24</b>	<b>24</b>	<b>55</b>	<b>60</b>
		<b>MC</b>	20	20	-	-	16	16	-	-	35	35	36	36
		<b>SA</b>	-	-	12	12	-	-	10	10	-	-	22	22
		<b>ER</b>	-	-	3	8	1	4	3	10	-	-	7	22
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>13</b>	<b>20</b>	<b>35</b>	<b>35</b>	<b>65</b>	<b>80</b>
<b>C1</b>  <b>C2</b>	<b>3-5</b>	<b>MC</b>	20	20	-	-	16	16	6	6	33	33	42	42
		<b>SA</b>	-	-	14	14	-	-	6	6	-	-	20	20
		<b>ER</b>	-	-	2	6	1	4	3	8	-	-	6	18
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>33</b>	<b>33</b>	<b>68</b>	<b>80</b>
		<b>MC</b>	25	25	-	-	21	21	7	7	46	46	53	53
		<b>SA</b>	-	-	13	13	-	-	4	4	-	-	17	17
		<b>ER</b>	-	-	4	12	1	4	5	14	-	-	10	30
		<b>Total</b>	<b>25</b>	<b>25</b>	<b>17</b>	<b>25</b>	<b>22</b>	<b>25</b>	<b>16</b>	<b>25</b>	<b>46</b>	<b>46</b>	<b>80</b>	<b>100</b>
<b>D1</b>  <b>D2</b>	<b>6-8</b>	<b>MC</b>	20	20	-	-	16	16	9	9	33	33	45	45
		<b>SA</b>	-	-	12	12	-	-	3	3	-	-	15	15
		<b>ER</b>	-	-	3	8	1	4	3	8	-	-	7	20
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>17</b>	<b>20</b>	<b>15</b>	<b>20</b>	<b>33</b>	<b>33</b>	<b>67</b>	<b>80</b>
		<b>MC</b>	25	25	-	-	24	24	10	10	49	49	59	59
		<b>SA</b>	-	-	13	13	-	-	3	3	-	-	16	16
		<b>ER</b>	-	-	4	12	1	4	5	14	-	-	10	30
		<b>Total</b>	<b>25</b>	<b>25</b>	<b>17</b>	<b>25</b>	<b>25</b>	<b>28</b>	<b>18</b>	<b>27</b>	<b>49</b>	<b>49</b>	<b>85</b>	<b>105</b>

**Table 1. Structure and Content of MontCAS ELP 2009-2010 Test Forms (Continued)**

Form	Grade Cluster	Item Type	Listen		Speak		Read		Write		Comp		Total	
			Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts	Itm	Pts
E1	9-12	MC	20	20	-	-	16	16	7	7	34	34	43	43
		SA	-	-	12	12	-	-	3	3	-	-	15	15
		ER	-	-	3	8	1	4	4	10	-	-	8	22
		Total	20	20	15	20	17	20	14	20	34	34	66	80
E2		MC	25	25	-	-	20	20	13	13	45	45	58	58
		SA	-	-	13	13	-	-	2	2	-	-	15	15
		ER	-	-	4	12	2	8	4	12	1	4	10	32
		Total	25	25	17	25	22	28	19	27	46	49	83	105

\* A portion of the items on the Kindergarten Writing test are configured as a checklist completed by the test administrator.

MC - Multiple Choice; SA - Short Answer; ER - Extended Response

Table 2 compares the structure of MontCAS ELP 2009 and MontCAS ELP 2010 (shown as 2009 since the structure of the 2009 and 2010 forms was identical) forms to those administered in 2008 and to the forms administered in 2006 and 2007 (shown as 2006 since the structure was identical in those two years). In addition to the numbers of items and points for each form by modality, Table 2 shows the percent of points that each modality contributes to the total. In the development of the forms that were administered as the MontCAS ELP 2009–2010 and MontCAS ELP 2010–2011, there were several issues addressed. One of those issues was specific to Idaho, namely the alignment of the forms to Idaho English Language Development Standards. A second issue that was addressed was the appropriateness of the Level 1 and Level 2 forms to the abilities of students assessed with each. In particular, Level 2 forms were modified to more accurately assess higher levels of English proficiency. A third issue that was addressed was the uniformity of the forms across different levels and grade clusters. Examination of Table 2 shows that the MontCAS ELP 2009–2010 forms have more uniformity in test length in three respects: 1) across language domains within a grade cluster; 2) between Level 1 and Level 2 forms within each grade cluster; and 3) across grade clusters. In spite of the changes, including lengthening forms in most of the levels and grade clusters, the percent each modality contributed to the test changed very little, particularly from 2008 to 2009 and 2010.

The numbers of items that were common between 2009 and 2010 forms are addressed in section 7 of this report.

Table 2. Configuration of MontCAS ELP Forms Administered in 2006 (2007), 2008, and 2009 (2010)

Year	Form	Listening			Speaking			Reading			Writing			Comp		Total	
		Itms	Pts	%	Itms	Pts	%	Itms	Pts	%	Itms	Pts	%	Itms	Pts	Itms	Pts
2006	A	22	22	22	14	22	22	36	36	35	22	22	22	29	29	94	102
2008	A	15	15	19	10	15	19	27	27	34	22	22	28	18	18	74	79
2009	A	20	20	23	13	20	23	24	24	28	22	22	26	27	27	79	86
2006	B1	22	22	30	14	22	30	15	15	20	13	15	20	31	31	64	74
	B2	22	22	26	14	22	26	20	20	24	13	20	24	39	39	69	84
2008	B1	15	15	25	10	15	25	15	15	25	13	15	25	23	23	53	60
	B2	18	18	25	10	18	25	18	18	25	11	18	25	35	35	57	72
2009	B1	15	15	25	11	15	25	15	15	25	14	15	25	24	24	55	60
	B2	20	20	25	15	20	25	17	20	25	13	20	25	35	35	65	80
2006	C1	22	22	30	14	22	30	15	15	20	11	15	20	31	31	62	74
	C2	22	22	27	14	22	27	19	20	24	12	19	23	38	39	67	83
2008	C1	15	15	25	10	15	25	15	15	25	11	15	25	27	27	51	60
	C2	18	18	25	10	18	25	17	18	25	11	18	25	35	36	56	72
2009	C1	20	20	25	16	20	25	17	20	25	15	20	25	33	33	68	80
	C2	25	25	25	17	25	25	22	25	25	16	25	25	46	46	80	100
2006	D1	22	22	30	14	22	30	15	15	20	11	15	20	32	32	62	74
	D2	22	22	25	14	22	25	20	24	27	13	20	23	40	44	69	88
2008	D1	15	15	25	11	15	25	15	15	25	11	15	25	29	29	52	60
	D2	18	18	24	10	18	24	16	20	26	13	20	26	34	38	57	76
2009	D1	20	20	25	15	20	25	17	20	25	15	20	25	33	33	67	80
	D2	25	25	24	17	25	24	25	28	27	18	27	26	49	49	85	105
2006	E1	22	22	30	14	22	30	15	15	20	11	15	20	32	32	62	74
	E2	22	22	25	14	22	25	21	25	28	13	20	22	41	45	70	89
2008	E1	15	15	25	10	15	25	15	15	25	11	15	25	28	28	51	60
	E2	18	18	24	10	18	24	19	20	26	13	20	26	37	38	60	76
2009	E1	20	20	25	15	20	25	17	20	25	14	20	25	34	34	66	80
	E2	25	25	24	17	25	24	22	28	27	19	27	26	46	49	83	105

**2.3 New Item Development.** Procedures used in developing items that were written to augment those from the Mountain West Assessment Consortium development are detailed in the *MontCAS ELP Technical Report, 2009-2010*.

**2.4 Alignment of the MontCAS ELP.** An alignment study of the MontCAS ELP to the Montana English Language Proficiency Standards has not yet been completed. In the development of the Mountain West Consortium Test (Matthews, 2007), the member states of the consortium developed a set of common English language development (ELD) standards. The MWAC ELD standards were used to guide item development for the Mountain West Test.

### 3. MontCAS ELP 2010–2011 Administration

**3.1 Testing Window.** The testing window for MontCAS ELP 2010–2011 was October 18 through November 19, 2010. All test materials were to be returned to Questar by December 10, 2010.

**3.2 Assessment Training.** To prepare systems for the administration of the Fall 2010 MontCAS ELP, a Training PowerPoint Presentation was created to cover three main areas: What's New, Test Administration, and Post-Test Instructions. A Training CD with this presentation was shipped to all systems with a known LEP population on September 3, 2010 and a PDF version of the presentation (showing each slide and the notes section) was posted to the Office of Public Instruction website ([http://opi.mt.gov/curriculum/MontCAS/#p7GPc1\\_11](http://opi.mt.gov/curriculum/MontCAS/#p7GPc1_11)). A Training Handout, which showed each slide from the Training Presentation, was also provided. A PDF of the General Instructions from the *Test Administrator Manuals* was also posted on the OPI website to allow Test Coordinators a chance to begin preparing before assessment materials arrived.

Each System Test Coordinator was encouraged to read through these presentations prior to administration and to consider using the PowerPoint presentation to train Test Administrators.

To prepare for testing, Test Administrators were instructed (in the *Test Administrator Manual*) to:

- read the manual completely;
- ensure that they had adequate materials for all students who would be tested;
- notify students in advance of testing;
- print students' first and last names on the answer document; and

- secure a CD player (or computer with CD-ROM drive, sound card and speakers) for administering the Listening test, and check the sound quality.

**3.3 Test Administrator Scripts.** Specific step-by-step instructions and script were provided for each test form in a *Test Administrator Manual* specific to that particular form. Scoring guides were provided for all oral constructed-responses. Such items occurred throughout the Kindergarten form, but only in the Speaking test at all other grade spans. Where appropriate, examples of full-credit and partial-credit responses were provided.

**3.4 Listening Test Administration.** The Listening test was administered with a CD recording. This ensured that all students heard the questions in the same voice and at the same pace. The recording included a tone after each question signaling the Test Administrator to pause the CD while students responded. A printed Listening Script for each form was available to any school upon request.

**3.5 Setting for the Test.** For the individually administered subtests, Test Administrators were advised as follows: “The test setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear or see the testing materials. The Test Administrator should sit close enough to the student to point to questions and illustrations in the student’s test booklet during test administration.”

For the group-administered subtests, Test Administrators were advised as follows: “The test setting for the group-administered sections is a quiet classroom. The students should have in front of them only their test booklet, answer document, and a No. 2 pencil.”

**3.6 Timing.** The MontCAS ELP is an untimed test and therefore Test Administrators were advised to allow students as much time as they needed to finish any given subtest.

**3.7 Prompting and Repeating Test Information.** The following rules regarding prompting or repeating information were printed in all *Test Administrator Manuals*:

*Prompting* is the provision of additional information to students during administration of the assessment. Prompting includes:

- elaborating on questions,
- clarifying information provided in reading selections or any test question,
- pointing out specific information in the questions or graphics,
- providing cues that might normally be part of an instructional strategy, and/or
- suggesting strategies that a student may use to arrive at a correct response.

In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate.

To clarify the student's response, the Test Administrator may say,

*I don't understand what you said.*

*Can you tell me more?*

If the student answers in another language, the Test Administrator may say,

*Can you say that in English?*

The Test Administrator may repeat directions, if necessary, but must do so before the child begins a response.

If there is a distraction or interruption, the selection or question may be repeated.

If a student asks for a question to be repeated, the Test Administrator may repeat the question only once.

If the student still does not understand what is being asked, the Test Administrator should score that question as though the student gave no response (*BL*).

The Test Administrator must not modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.

The Test Administrator should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the Test Administrator should move on to the next item or task and score the item as "no response" (*BL*).

**3.8 Testing Absentees.** Test Administrators were advised to make every effort to see that all LEP students in the school were administered all sections of the MontCAS ELP. If a student was absent for a particular testing session, a make-up test was to be scheduled, as long as it was within the testing window.



**3.9 Testing Accommodations.** For visually impaired students, the MontCAS ELP 2010–2011 was available (by special order) in Braille and in Large-Print. No Braille forms were ordered before the August 20, 2010 deadline. There was one order for the C1 Large Print test booklet, three orders for the C2 Large Print test booklet and one order for the D2 Large Print test booklet.

Detailed guidelines for Standard and Nonstandard Accommodations were provided in each *Test Administrator Manual*. In the “Guidelines for Standard and Nonstandard Test Accommodations” section, it was noted that some of the accommodations were crossed out on the listing and NA was coded in the accommodations section of answer documents. These crossed-out accommodations were not appropriate for MontCAS ELP students. The guidelines included the statement:

The fact that the MontCAS ELP is an untimed test and that there is considerable graphic support should help with increased comprehension for LEP students, including LEP students with special needs. However, in some cases it may be necessary to provide specific accommodations.

Test Administrators were instructed to only bubble accommodations IF the accommodation was made for a student with special needs. Standard accommodations for the MontCAS ELP were available to students with an Individual Education Plan (IEP) or 504 Plans and to “all students if the accommodation(s) had been part of the student’s classroom routine three months prior to testing.” Standard accommodations were to be “determined on an individual basis, student by student, rather than for groups of students.” Nonstandard accommodations were available only for a student with IEP/504 plans and caution was advised for teams in considering whether a student required a nonstandard accommodation.

Test Administrators were warned that such accommodations should be used only when absolutely necessary. If a student was tested with accommodations, the Test Administrator was instructed to mark the appropriate bubble (Box 7) on the answer sheet.

Certain accommodations would necessarily invalidate test scores. The following list of non-allowable accommodations was provided in the Training PowerPoint presentation and Training Handouts:

The following accommodations are NOT allowed:

- Test administration in a language other than English.
- Translation of the assessment into another language.
- Translation of the assessment into sign language.

- Use of dictionaries or other reference aids. This includes both monolingual and bilingual dictionaries.
- Accepting responses in a language other than English.

(If students respond in their native language, the Test Administrator may ask them if they can “say that in English.” If they cannot, the response counts as 0.)

The use of any of the non-allowable accommodations will invalidate test scores.

#### **4. MontCAS ELP 2010–2011 Test Security**

System Test Coordinators were instructed to “communicate the importance of maintaining test security” before, between, and after testing sessions. Additionally, in the *Test Administrator Manuals*, it stated that “No part of any test booklet or *Test Administrator Manual* (except where expressly stated) may be reproduced or transmitted in any fashion. At the conclusion of the test administration, all test materials (both used and unused) must be accounted for and returned to the System Test Coordinator, who will return all materials to Questar Assessment, Inc.”

**4.1 Bar-Coding and Return of Secure Materials.** All secure materials (test booklets, answer documents (except Form A answer document), prompt books, Listening test CDs, and *Test Administrator Manuals*) were individually bar-coded. These secure test materials were scanned upon packing and distributing to systems and then scanned again upon return to Questar to account for materials. Test Coordinators were instructed to return all test materials—used and unused—to Questar. A detailed description of the check-in of secure materials is included in the *2006–2007 Technical Report*.

**4.2 Storage and Shredding of Secure Materials.** After scoring, all used test booklets and answer documents were stored in Questar’s secure warehouse facility in Apple Valley, Minnesota. Used answer documents are stored according to their processing for quick retrieval, if necessary. Access to these facilities is limited to Questar staff. Used student answer documents and unused and non-scannable secure materials must be stored for 180 days, after which Questar requests written permission from the State Manager to recycle the materials using a secure method of destruction. Montana Office of Public Instruction provided Questar with written permission in July 2011 to securely recycle the 2010–2011 materials.

## 5. MontCAS ELP 2010–2011 Scoring and Reporting

**5.1 Scoring of Multiple-Choice Items.** Multiple choice items (which are bubbled on the student test booklet or answer document) were scored electronically. One (1) point was given for the correct answer bubbled. Zero (0) points were given for incorrect answer bubbled or multiple bubbles marked. If no item was bubbled (an omit), the response was scored as a “blank.”

**5.2 Writing Checklist.** The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student “does most of the time” or of which they “demonstrate mastery.” Thus, the Writing Checklist generated a maximum raw score of 22 points.

**5.3 Oral Reading Items.** Oral reading items were included on the B2, C1, C2, D1, D2, E1, and E2 Forms. This portion of the Reading test was administered individually following completion of the Speaking test. Students were instructed to read from a grade-appropriate passage for one minute. Test Administrators marked and entered the number of words read and the number of errors. In the course of scoring tests, the number of errors was subtracted from the number of words read to calculate the Correct Words per Minute (CWPM). Points for the item were assigned on the basis of obtained CWPM as shown in the table that follows. The cells in this table show, for each test level, the range of CWPM corresponding to the point value represented by each column.

**Table 3. Points Awarded for CWPM Ranges**

	Points Awarded				
Test Level	0	1	2	3	4
<b>B</b>	0–9	10–22	23–41	42–71	72 & above
<b>C</b>	0–53	54–75	76–100	101–126	127 & above
<b>D</b>	0–79	80–103	104–121	122–140	141 & above
<b>E</b>	0–79	80–103	104–121	122–140	141 & above

**5.4 Scoring of Constructed-Response Items.** The MontCAS ELP includes constructed-response (CR) items (separated into short answer [SA] and extended response [ER] in Table 1 on page 5) in speaking and writing as well as a few CR items in reading. Speaking CR items were scored by the Test Administrator at the time of test administration. Scoring guides and examples of full and partial-credit items were included as part of the *Test Administrator Manual*. Speaking responses were not recorded and no attempts were made to assess the validity or reliability of the rating of Speaking items.

Writing and Reading constructed-response items were scored at the Questar Scoring Center using a 1-point, 2-point, or 4-point scale. The table that follows shows the grade spans, forms, levels, and domains where there are constructed-response items. A second, independent read was provided for 20% of the Level 2 constructed-response items. Level 1 constructed-response items were rated by the Questar Scoring Directors without a rescore due to the low quantities and due to the use of non-scannable test booklets/answer documents with Level 1 forms.

**Table 4. Constructed-Response Items**

CONSTRUCTED-RESPONSE ITEMS		
Grade Span	Forms	Level and Domain
1–2, 3–5, 6–8,	Forms B, C, D	Level 1 & Level 2 Writing
9–12	Form E	Level 1 & Level 2 Writing; Level 2 Reading

**Training Materials.** A *Scoring Manual for Open-Ended Reading/Writing Responses* was used in the training of readers for scoring constructed-response items. A separate scoring manual was created for each grade span (B, C, D, and E). Questar’s content specialists reviewed the scoring guides and rubrics for the constructed-response items, noted where there were weaknesses (if any) in the manuals, and identified types of responses that will likely be seen in the operational responses. When necessary, sample responses were added to various items and score points to present a more complete scoring guide (which consists of background information, the scoring rubrics, and annotated anchor responses) used to train readers. Practice sets were created and used for training readers on writing and reading items of the following types: spelling, complete sentences, descriptive sentences, interrogative sentences, multiple sentences, and holistic writing.

**Staffing.** The scoring team consisted of one Scoring Director, three team leaders, and twenty-four readers. The Scoring Director managed scoring of reading and writing items. Team leaders were trained prior to the onset of the performance scoring and assisted readers with item specific questions during training and scoring. All readers scored the entire project (reading and writing items). None of the readers was released due to poor performance during training or subsequent scoring. Readers were trained on each item by grade span prior to scoring any of the items in that grade span. Following the group training, the readers completed paired reads on individual items. As the scoring proceeded, Reader Reliability Statistics and ScorePoint Distribution Statistics were monitored for each reader on a daily basis.

**Reader Reliability.** The constructed-response items that were scored by two readers provide information on reader reliability. Data relevant to this issue are summarized in Table 5. Table 5 shows, for each Level 2 form for each item or set of items, the maximum point value of the item(s) (Pts), the number of student papers read twice (N), the percent of items on which the readers agreed exactly (% Exact), and the percent of items on which reader agreement was within  $\pm 1$  one score point (% Ex+Adj). All items, even those with four-point maximum values, were at or near 100% exact + adjacent agreement. Several of the writing items shown in Table 5 appear on more than one form. For those items, the data for both forms are presented on the first occurrence in the table and the location of the item is shown in the “N” column of the second occurrence in the table.

**Table 5. Summary of Reader Reliability for MontCAS ELP Constructed-Response Items**

Form	Domain	Item(s)	Pts	N	% Exact*	% Ex + Adj*
<b>B2</b>	<b>W</b>	1	1	328	100	100
		2	1	328	97	100
		3	1	328	94	100
		4	1	328	95	100
		5	1	328	99	100
		6	1	634	99	100
		7	1	634	98	100
		8	1	328	94	100
		9	1	328	93	100
		10	1	328	91	100
		11	2	328	87	100
		12	2	328	92	100
		13	2	328	83	101
		14	4	328	87	101
<b>C2</b>	<b>W</b>	1	1	B2#6		
		2	1	338	99	100
		10	1	B2 #7		
		11	1	672	93	100
		12	2	338	92	100
		13	2	338	96	100
		14	2	338	89	100
		15	4	338	90	100
		16	4	338	85	100
<b>D2</b>	<b>W</b>	1	1	320	99	100
		2	1	566	99	100
		13	1	C2#11		
		14	2	320	95	100
		15	2	320	79	100
		16	2	320	82	100
		17	4	320	86	100
		18	4	320	85	100
<b>E2</b>	<b>W</b>	1	1	D2#2		
		2	1	218	99	100
		16	2	218	92	100
		17	2	218	83	100
		18	4	218	88	100
		19	4	218	88	100
	<b>R</b>	21	4	218	95	100

\* Percentages are rounded to the nearest whole number

**Handscoring Issues.** A recurring issue on the MontCAS ELP involves students writing constructed-responses outside of a designated response area on their answer documents. These item mismatches have been observed on each administration of the MontCAS ELP and were seen once again during the scoring of constructed-response items on the 2010–2011 MontCAS ELP. Following each of the previous instances of this issue, it was addressed in the training for Test Administrators. In December 2008, OPI and Questar reviewed the issue of item mismatch in the context of a discussion of the constructed-response scoring process and agreed on rules for handling the handscoring of these occurrences of mismatch in future administrations. The rules are outlined below:

- If there was demonstrated intent on the answer document to indicate that a response had been misplaced, handscoring would score the response for the misplaced item. Demonstrated intent was defined as instances where (1) the student/teacher wrote in the item number next to the written response, or (2) student/teacher noted that the item(s) was written in the wrong spot(s).
- If there was no demonstrated intent, the misplaced response was considered off-topic and would be scored “0.”
- If there were two responses in the designated area for a single item and no demonstrated intent, the response that matched the prompt would be scored. If the next response was blank and no intent was communicated, that item was scored as a BL (blank).

For the 2009–2010 administration, a decision was made to change some design elements on the answer documents to try to make more clear where students should record their responses. These changes included:

- Printing item numbers in boldface within the top-left of the response box.
- Providing additional space between response boxes, if possible.
- Adding at the top of response box, the message “Answer question <number> here.”
- Changing, where applicable, at the bottom of page, “Turn page to continue” to “Turn page to answer next question.”
- Adding at the beginning of the instructions in the *Test Administrator Manual*, the instruction, “Write only one response in each response box.”

During the 2010–2011 handscoring, there were 93 instances of item mismatches where the teacher or student included a note alerting the reader to the mismatch (in 2008–2009, there were five and in 2009–2010, there were twelve). Questar readers were then able to apply ScorePoint’s item mismatch feature and score the response for the misplaced item. There were other instances of item mismatch where there was no demonstrated intent by the student or Test Administrator. Those instances were handled in the following ways in accordance with the rules outlined above:

- *Two responses written on one page (with no note alerting to a mismatch):* Readers scored the response that matched the item corresponding to that page and did not count the “extra” writing against the student’s score.
- *Items written completely on wrong page (with no note alerting to a mismatch):* Readers scored a “0” for off topic if it was off topic.
- *Blank pages:* Readers scored a “BL” for Blank.

**5.5 Reporting.** Student performance in each of the language domains (listening, speaking, reading, writing) and comprehension was reported in terms of raw score, scaled score, and proficiency levels. Student performance was also reported on the overall (Total MontCAS ELP) test in terms of raw score, scaled score, and proficiency level. In February 2007, a panel of Montana educators met to set standards for the MontCAS ELP in the form of cut scores for each proficiency level by grade. A detailed description of standard setting procedures is included in the *Technical Report, 2006–2007*. The reported scores were defined in the *2010–2011 MontCAS ELP Assessment Score Reports Interpretation Guide*. A copy of that guide is included as **Appendix B**.

**Incomplete Testing.** Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports showed dashes in place of scores for that domain. The reported Total MontCAS ELP score was based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score was based on a raw score of zero in Speaking. The reported comprehension scores—which were based on a subset of listening and reading scores—was affected in the same way if the student failed to take either the Listening or Reading Test.

**Reports Shipment.** MontCAS ELP 2010–2011 results packages were shipped to systems on February 19, 2010. The system and each of its schools had separate results packets. The reports that were in each packet are listed below. In addition, copies (1 copy for each school and system) of the *2010–2011 MontCAS ELP Assessment Score Reports Interpretation Guide* (SRIG) were included in the shipment. The SRIG included a sample of each report type with information for understanding the report and information for using the MontCAS ELP results. The SRIG was also posted on the OPI website, [http://opi.mt.gov/curriculum/MontCAS/#p7GPc1\\_11](http://opi.mt.gov/curriculum/MontCAS/#p7GPc1_11).



## MontCAS ELP System Packet — 2010–2011

- Contents Sheet
- System Summary Reports by grade
- System Growth Reports by grade
- Copy of each School Summary Report
- Copy of each School Roster

## MontCAS ELP School — 2010–2011

- Contents Sheet
- School Summary Reports by grade
- School Rosters
- Individual Student Reports
- Student Labels
- Parent Reports

Note that the System Growth Report showed growth within the system for those students who were assessed with the MontCAS ELP in 2009–2010 and 2010–2011 (confirmed by a State ID # match). Growth Reports were provided only when there were 10 or more students per report. If there were fewer than 10 students, system personnel were instructed to examine the student's Individual Student Reports to determine growth.

## 6. MontCAS ELP 2010–2011 Item Analyses

This section provides classical item-level statistics for all items administered on MontCAS ELP 2010–2011 forms. The p-value is presented as an index of item difficulty and the point-biserial correlation is presented as an index of item discrimination.

**P-Values.** For multiple-choice items, the p-value statistic is defined as the proportion of students that answer an item correctly. For constructed-response items, the p-value is reported as the average number of points out of the maximum number of possible points for an item. P-values range from zero to one (1.0). A high p-value means that an item is easy; a low p-value means that an item is difficult. Generally, it is desirable for tests to include items that span a range of difficulty.

**Point-biserial correlations.** The point-biserial correlation for each item is an index of the association between the item score and the total-test score. It shows how well the item discriminates between low-ability and high-ability students, where ability is inferred from the overall test score. Point-biserial correlation coefficients range between -1.0 and +1.0. High positive values indicate that a high-ability student is more likely (than a student with lower

ability) to answer an item correctly and low negative values indicate that a low-ability student is more likely (than a student with higher ability) to answer an item correctly.

Table 6 shows the average p-value and range and median point-biserial correlation coefficients and range by language domain and test form. These data are only shown for Level 2 forms because the numbers of Level 1 forms administered were low even when aggregated across grades within a grade span. As in previous administrations of the MontCAS ELP, there were differences in both range and average p-values across language domains. The average p-values in reading and writing remain lower than the averages in listening and speaking, especially so in writing on the first two levels.

**Table 6. Summary of MontCAS ELP 2010–2011 Item Difficulty and Discrimination by Grade Span and Language Domain**

Grade Span	Form	Domain	N	Item p-value		Point Biserial	
				Avg	Range	Med	Range
K	A	L	378	0.72	0.47 - 0.94	0.35	0.19 - 0.49
		S	378	0.75	0.4 - 0.96	0.42	0.24 - 0.49
		R	378	0.39	0.07 - 0.74	0.45	0.29 - 0.62
		W	378	0.28	0.04 - 0.73	0.45	0.13 - 0.57
1-2	B2	L	785	0.70	0.4 - 0.95	0.35	0.28 - 0.48
		S	785	0.76	0.51 - 0.91	0.31	0.23 - 0.52
		R	785	0.62	0.37 - 0.85	0.36	0.17 - 0.65
		W	785	0.50	0.28 - 0.7	0.53	0.3 - 0.69
3-5	C2	L	795	0.71	0.42 - 0.89	0.37	0.25 - 0.48
		S	795	0.80	0.4 - 0.97	0.37	0.25 - 0.56
		R	795	0.66	0.38 - 0.92	0.40	0.26 - 0.59
		W	795	0.60	0.23 - 0.92	0.43	0.19 - 0.59
6-8	D2	L	713	0.73	0.5 - 0.94	0.36	0.27 - 0.45
		S	713	0.82	0.61 - 0.95	0.41	0.35 - 0.58
		R	713	0.67	0.34 - 0.91	0.38	0.16 - 0.54
		W	713	0.68	0.36 - 0.93	0.36	0.21 - 0.62
9-12	E2	L	552	0.69	0.27 - 0.92	0.38	0.12 - 0.45
		S	552	0.85	0.61 - 0.96	0.40	0.34 - 0.56
		R	552	0.73	0.45 - 0.96	0.36	0.24 - 0.51
		W	552	0.69	0.36 - 0.93	0.41	0.25 - 0.51

Tables with item difficulty and discrimination data by item are included as **Appendix A**. Analyses of test level data, including raw score descriptive statistics and test reliability measures, are reported in Table 8 (page 27).

## 7. Scaling and Equating of the MontCAS ELP

Initial scaling and equating of the 2010–2011 MontCAS ELP forms were completed on those forms when they were administered in Spring 2010 as the Idaho English Language Proficiency Assessment. The decision was made in 2006 to use the Idaho data for item calibration, scaling and equating because the population to whom the forms were administered in Idaho was larger than the population to whom the test was administered in Montana. Although the LEP populations in Idaho and Montana are significantly different (approximately 85% of LEP students in Idaho are of Hispanic origin, whereas approximately 85% of LEP students in Montana are of American Indian origin), concerns about the small size of the sample in Montana outweighed concerns about differences in the student population. A brief summary of the equating procedures follows.

The MontCAS ELP 2010 Level 2 test forms, following their administration in Idaho as the IELA 2010, were equated to MontCAS ELP 2009 forms, administered as the IELA 2009, so that scores could be reported on the same score scale. Since forms A, B1, C1, D1, and E1 were the same forms as those administered in 2009, the equating of these forms was done in 2009 and that equating was described in the *MontCAS ELP Technical Report, 2009-2010*. Prior to equating 2010 to 2009 forms, however, 2010 items in each Level 2 grade cluster test form were calibrated using the Rasch Partial Credit Model (PCM), as implemented in WINSTEPS, version 3.67.0. This model is appropriate for short-answer and constructed-response items on the Speaking and Writing subtests as well as multiple-choice items administered across the language domains. As a first step, items on 2010 Forms B2, C2, D2, and E2 were calibrated. All items on each individual form were calibrated together (i.e., modalities combined), but items for each form (e.g., B2, C2) were calibrated independently.

Following the item calibration, the forms that were administered as the MontCAS ELP 2010 were equated to those administered in 2009 using a common item or anchor test design. As in previous years, the equating took place following administration of the IELA test forms in Idaho. Anchor items, those items that appeared in identical format in both the Spring 2009 IELA and in the Spring 2010 IELA, were embedded in Forms B2, C2, D2, and E2. Unlike previous years, however, some of the anchor items were items that had been field tested in Idaho in 2008. The numbers of common items on the 2009 and 2010 IELA by form and language domain are shown in Table 7. For each language domain and the Total MontCAS ELP, Table 7 shows in the “B” column the number of points represented by items in common between the 2009 and 2010 IELA

forms. In the course of the equating, detailed in a subsequent section, some of the items represented in the “B” column were not used as linking items. Whereas all of the items remained on the test, only those shown in the “A” column were used as equating items. The procedure used to determine whether to use a common item in the equating is detailed in the paragraph following Table 7.

**Table 7. Anchor Item Points by Form and Modality**

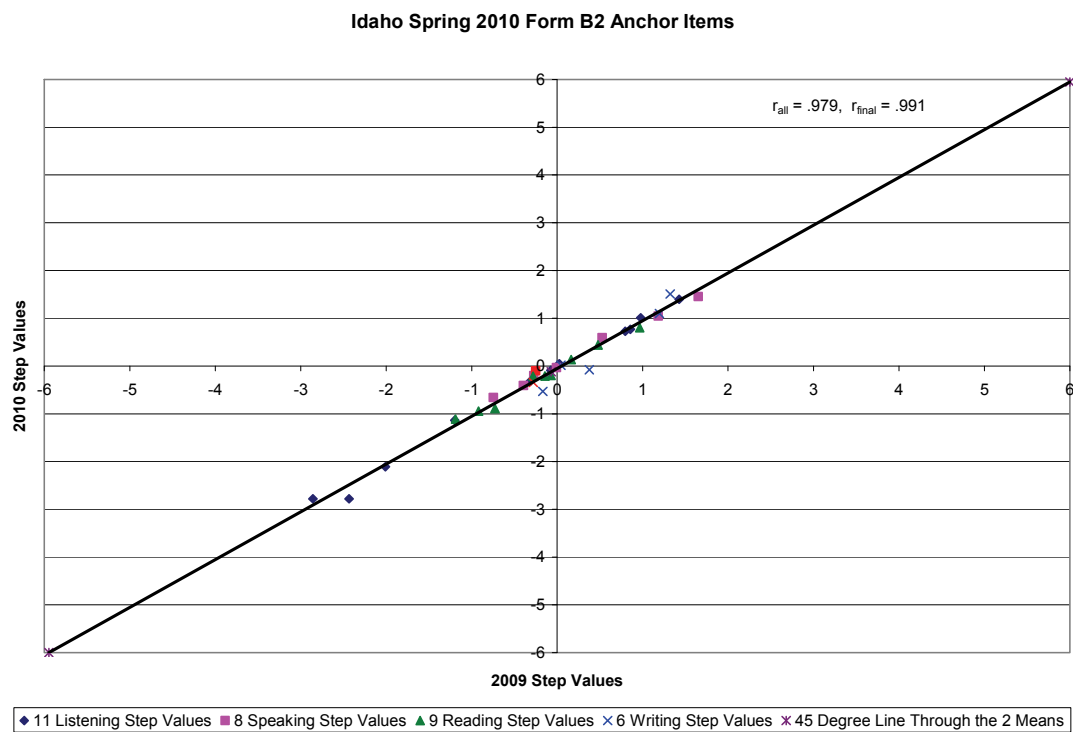
Form	Listening		Speaking		Reading		Writing		Total	
	B	A	B	A	B	A	B	A	B	A
<b>B2</b>	11	11	8	8	9	9	7	6	35	34
<b>C2</b>	8	8	10	10	11	11	10	10	39	39
<b>D2</b>	11	11	10	10	8	8	10	8	39	37
<b>E2</b>	12	11	11	11	12	12	12	12	47	46

B=number of points common between 2009 and 2010 forms; A=number used in equating.

Prior to equating 2010 to 2009 IELA forms, each anchor item was evaluated for stability. As part of that evaluation, the calibrated difficulty (step value) of each anchor item in the current year (2010) was plotted against the calibrated difficulty of that item in the prior year (2009). Ideally, these plots should fall on a 45-degree line, indicating that calibrated values are stable from year to year. Those points that fall quite far from the line are referred to as outliers. Initially, the numbers of plotted points for Forms B2, C2, D2, and E2 were 35, 39, 39, and 47, respectively. Generally, the step values fell along this 45-degree line as the model requires. Of course, not all points are on or right next to the line due to error that is inherent in all measurement, and occasionally, a point is quite far from the line. Across the four forms, there were only a few outliers: one in each of forms B2, D2, and E2 and none for form C2. These outliers were removed from the equating. Once the items were initially equated, a difference was calculated between the two step values (2009 step value – 2010 step value). The three outliers had differences of 0.94, 1.33, and 0.64 logits for Forms B2, D2, and E2, respectively. All other differences were less than 0.5. According to Linacre & Wright (2005), items noticeably off the 45-degree line are candidates for dropping as anchors, but the differences in calibrated values of such items should be at least 0.5 logits. The three outliers were still used as operational items on their respective forms but were not included in the calculations to determine the equating constants. The outlier for form D2 was a 2-point constructed response item, so the entire item, both step values, was removed from the equating. After deleting the three items with outlier values, the number of step values for the forms as listed previously is 34, 39, 37, and 46. The four Level 2 plots are given in Figures 1 through 4. In each figure, two correlation coefficients ( $r$ ) are given in the upper right-hand corner of each plot: one for all anchor items and the other for the final anchor items with outliers removed.

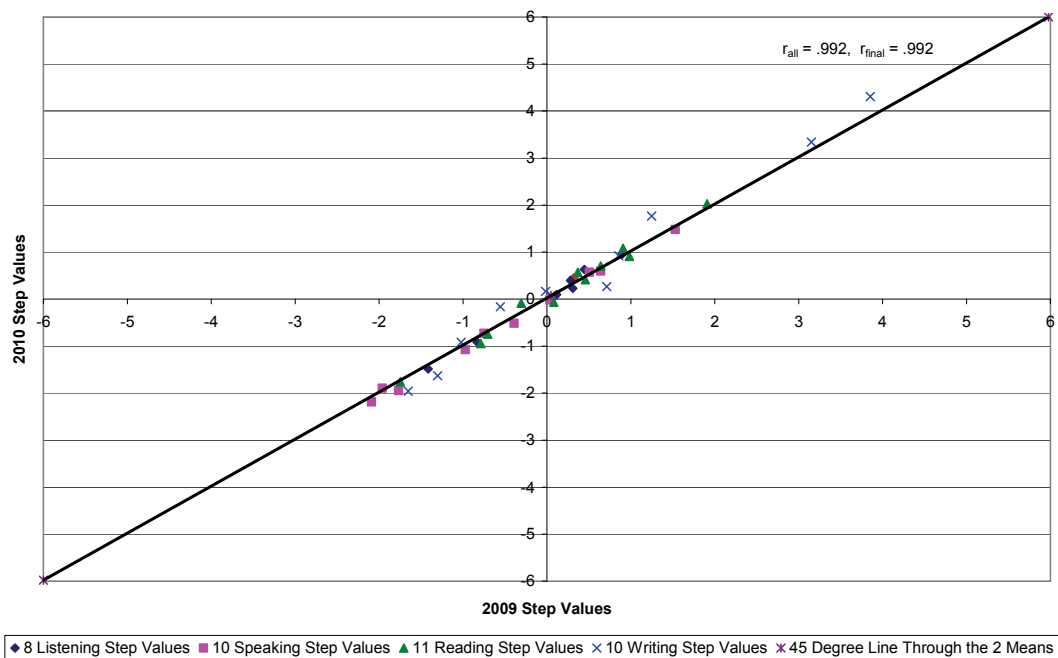
## Figures 1–4. Step Values of Anchor Items for 2008 and 2009 IELA Forms

Figure 1



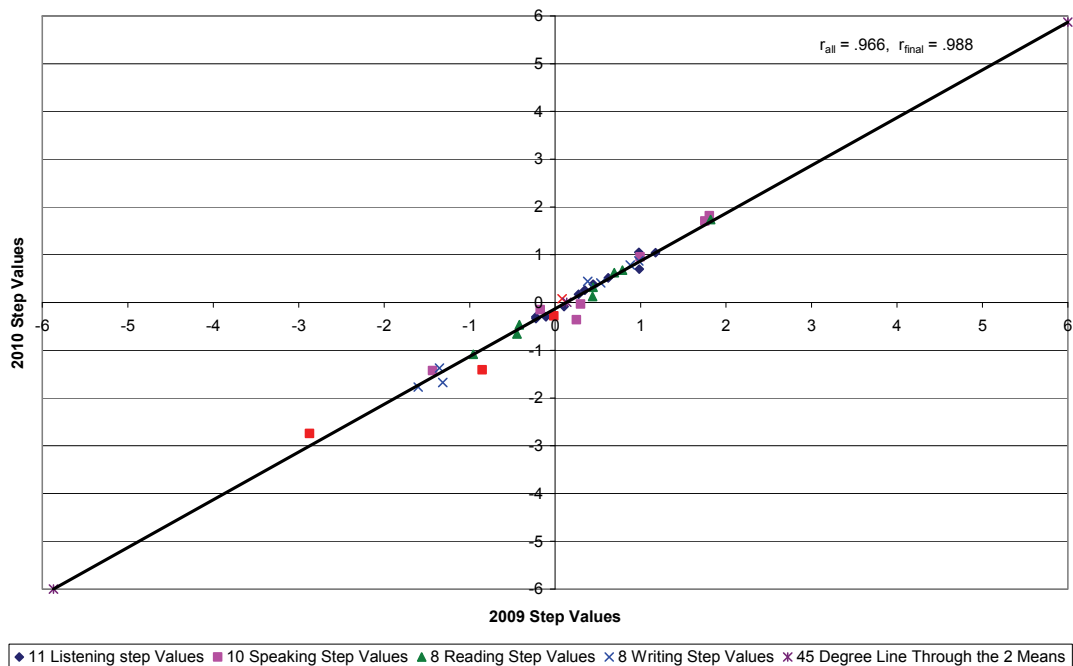
**Figure 2**

Idaho Spring 2010 Form C2 Anchor Items



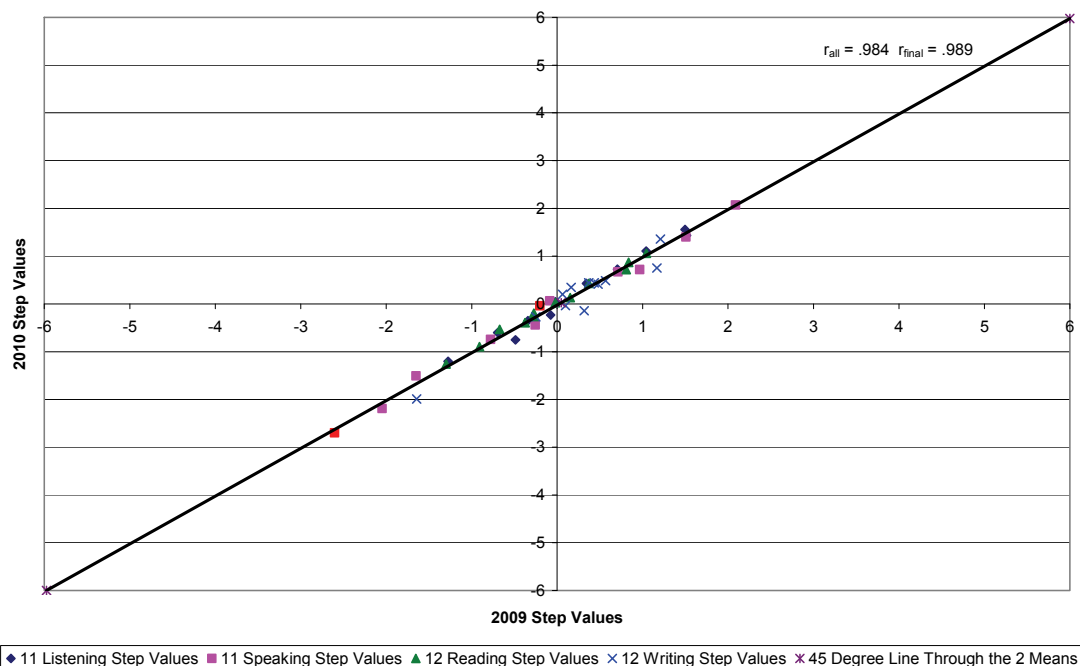
**Figure 3**

Idaho Spring 2010 Form D2 Anchor Items



**Figure 4**

Idaho Spring 2010 Form E2 Anchor Items



With the outliers removed, the final anchor items were used to develop a linking constant for each form that places the item step values from the 2010 form on the same Rasch logit scale as the 2009 form. The linking constant was computed as the difference between the average step value from the WINSTEPS calibration of the 2009 form, minus the average step value from the WINSTEPS calibration of the 2010 form. Adding this linking constant to the step values for each of the items in the 2010 form places all of the step values of the 2010 form (and log ability estimates) on the same Rasch logit scale as the 2009 form. A separate linking constant was calculated for each of the Level 2 forms.

Once all items from the 2010 forms were placed on the original logit difficulty scale established in 2006, scaled scores were computed for the 2010 Level 2 forms. A linear transformation that was developed in the first year for each grade cluster form and test was applied to the equated Rasch log ability scale for the 2010 Level 2 forms to yield equated scaled scores. Scaled scores were computed for total test and for the language domains. Although scaled scores can be compared for level 1 and level 2 forms within a grade cluster, they cannot be compared across grade clusters. The same cut scores for each proficiency level and grade established in the 2007 MontCAS ELP standards setting were applied.

## 8. Reliability of the MontCAS ELP

Data bearing on the reliability of MontCAS ELP 2010–2011 test forms are shown in the panels of Table 8. Table 8 shows for each form and each language domain (including comprehension and the total test): the number of students (N) who were administered the form, coefficient Alpha (a measure of internal-consistency reliability), the maximum raw score attainable, the mean, standard deviation, and standard error of measurement (SEM) in both raw score and scaled score units. Number of students represents the number for whom there was a valid test score and may vary across language domains in a grade to the extent that there were students who did not attempt one or more of the language domain tests. There is a total score for each student regardless of whether or not all language domain tests were attempted. Data are aggregated by grade for Level 2 forms but by grade span for Level 1 forms due to the small number of students administered the Level 1 forms.

As reported for previous administrations of the MontCAS ELP, there is some variability in the alphas over tests and grades. However, there are only three low values ( $\alpha < 0.70$ ) across the 85 language domains and comprehension. Two of these low values are for B1 tests with small Ns and the other is for B2 Reading at grade 1. For the total test, the level at which classification decisions are made, reliability is consistently high across forms and grade levels with values ranging from .90 to .98.



**Table 8. Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2010–2011 Test Forms by Grade**

Grade K				Raw Scores				Scaled Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>A</b>	Listening	375	0.84	20	14.5	4.1	1.64	110.5	21.0	8.44
	Speaking	378	0.80	20	13.2	4.4	1.99	110.4	22.4	10.10
	Reading	376	0.92	24	9.4	6.5	1.83	77.5	32.5	9.11
	Writing	371	0.90	22	6.3	5.0	1.57	70.2	26.4	8.29
	Comprehen	377	0.84	27	16.5	5.2	2.04	104.8	17.7	6.98
	Total	378	0.94	86	43.1	15.5	3.82	386.6	29.8	7.36

Grades 1-2				Raw Scores				Scaled Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>B1</b>	Listening	115	0.69	15	10.8	2.7	1.47	87.8	18.2	10.11
	Speaking	111	0.85	15	9.2	3.7	1.41	95.5	20.5	7.90
	Reading	115	0.69	15	9.8	2.9	1.63	84.1	18.1	10.07
	Writing	115	0.85	15	7.0	3.7	1.45	78.1	21.8	8.47
	Comprehen	115	0.75	24	15.8	4.0	2.03	85.5	15.4	7.73
	Total	115	0.90	60	36.5	10.1	3.22	360.8	39.8	12.65

Grade 1				Raw Scores				Scaled Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>B2</b>	Listening	400	0.76	20	12.6	3.3	1.61	96.9	15.1	7.37
	Speaking	400	0.83	20	13.6	3.9	1.64	110.1	15.4	6.38
	Reading	406	0.66	20	10.0	3.3	1.94	95.3	12.5	7.26
	Writing	406	0.83	20	6.5	4.4	1.81	84.9	19.8	8.15
	Comprehen	403	0.79	35	20.7	5.0	2.32	97.1	11.7	5.37
	Total	409	0.90	80	42.0	12.0	3.90	389.6	35.8	11.60

Grade 2				Raw Scores				Scaled Scores		
Form	Language Domain	N	Alpha	Max	Mean	Std. Dev.	SEM	Mean	Std. Dev.	SEM
<b>B2</b>	Listening	372	0.77	20	15.9	2.9	1.37	113.2	17.5	8.33
	Speaking	369	0.81	20	15.2	3.5	1.54	117.3	16.6	7.26
	Reading	374	0.73	20	14.1	3.8	2.00	111.1	16.8	8.75
	Writing	372	0.84	20	12.1	4.8	1.91	106.8	20.4	8.11
	Comprehen	374	0.84	35	26.5	5.1	2.08	111.7	15.0	6.07
	Total	376	0.91	80	56.7	12.8	3.86	427.6	37.1	11.22

**Table 8. Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2010–2011 Test Forms by Grade (Continued)**

<b>Grades 3-5</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>C1</b>	Listening	25	0.81	20	15.4	3.8	1.68	100.8	18.3	8.08
	Speaking	25	0.86	20	12.1	5.4	2.01	94.8	20.2	7.50
	Reading	25	0.84	20	11.0	4.8	1.92	92.6	15.6	6.27
	Writing	25	0.87	20	10.5	5.6	2.03	93.6	21.3	7.79
	Comprehen	25	0.88	33	23.3	6.4	2.25	96.7	14.6	5.14
	Total	25	0.95	80	49.0	17.6	3.94	388.5	31.2	6.98

<b>Grade 3</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>C2</b>	Listening	313	0.82	25	16.4	4.6	1.93	100.4	11.0	4.61
	Speaking	313	0.81	25	17.3	4.4	1.91	102.1	13.4	5.84
	Reading	316	0.81	25	13.4	5.0	2.20	97.9	11.5	5.02
	Writing	307	0.83	25	11.1	4.5	1.87	96.2	12.9	5.35
	Comprehen	315	0.87	46	28.6	7.8	2.78	99.5	9.7	3.47
	Total	318	0.92	100	57.2	15.6	4.39	396.5	18.7	5.27

<b>Grade 4</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>C2</b>	Listening	218	0.83	25	18.6	4.3	1.76	106.9	12.6	5.13
	Speaking	217	0.80	25	19.4	3.7	1.65	109.0	14.4	6.45
	Reading	219	0.82	25	16.7	5.1	2.14	105.8	12.5	5.30
	Writing	221	0.78	25	13.4	4.3	2.00	102.5	12.5	5.81
	Comprehen	220	0.88	46	33.0	7.7	2.64	105.5	11.0	3.79
	Total	221	0.92	100	67.4	14.6	4.25	408.6	21.2	6.17

<b>Grade 5</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>C2</b>	Listening	253	0.83	25	19.8	4.0	1.62	110.8	13.2	5.35
	Speaking	250	0.82	25	21.1	3.1	1.30	115.5	14.2	5.97
	Reading	256	0.83	25	18.6	5.1	2.06	111.7	14.8	6.02
	Writing	254	0.82	25	15.7	4.4	1.89	109.2	13.4	5.72
	Comprehen	256	0.89	46	35.7	7.7	2.52	110.4	13.0	4.22
	Total	256	0.92	100	74.4	14.5	4.03	419.4	21.5	5.98

**Table 8. Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2010–2011 Test Forms by Grade (Continued)**

<b>Grades 6-8</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>D1</b>	Listening	13	0.90	20	14.3	4.0	1.28	91.8	11.0	3.55
	Speaking	14	0.84	20	12.6	5.2	2.09	91.7	17.3	6.92
	Reading	13	0.84	20	10.7	4.2	1.68	89.6	12.9	5.18
	Writing	13	0.89	20	11.7	4.2	1.38	89.1	11.0	3.61
	Comprehen	13	0.93	33	21.9	6.5	1.74	90.3	10.4	2.79
	Total	14	0.95	80	46.6	17.2	3.94	375.4	25.0	5.71

<b>Grade 6</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>D2</b>	Listening	228	0.83	25	17.9	4.5	1.85	98.9	10.2	4.25
	Speaking	227	0.82	25	19.2	4.2	1.77	102.9	12.1	5.09
	Reading	230	0.83	28	16.8	5.7	2.36	97.3	10.6	4.42
	Writing	229	0.81	27	15.0	4.8	2.13	95.9	8.7	3.84
	Comprehen	230	0.89	48	32.2	8.4	2.81	97.6	8.9	2.99
	Total	231	0.93	105	68.2	16.4	4.48	394.3	16.0	4.36

<b>Grade 7</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>D2</b>	Listening	229	0.86	25	18.2	4.4	1.63	99.8	11.0	4.04
	Speaking	224	0.89	25	20.1	4.1	1.35	105.6	12.4	4.06
	Reading	233	0.85	28	18.1	5.6	2.20	99.5	10.7	4.16
	Writing	234	0.80	27	16.1	4.8	2.15	97.8	9.4	4.18
	Comprehen	235	0.90	48	33.0	8.6	2.75	98.8	10.1	3.23
	Total	236	0.93	105	70.6	17.2	4.48	396.6	19.3	5.03

<b>Grade 8</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>D2</b>	Listening	241	0.87	25	19.7	4.2	1.53	103.8	11.9	4.29
	Speaking	235	0.90	25	20.8	4.2	1.36	108.0	13.0	4.19
	Reading	246	0.85	28	19.6	5.7	2.25	103.1	12.2	4.81
	Writing	245	0.81	27	17.9	4.9	2.16	101.6	10.0	4.42
	Comprehen	245	0.91	48	35.9	8.5	2.54	102.7	11.5	3.43
	Total	246	0.94	105	76.6	17.3	4.32	404.5	20.7	5.18

**Table 8. Reliability, Raw Score and Scaled Score Descriptive Statistics for MontCAS ELP 2010–2011 Test Forms by Grade (Continued)**

<b>Grades 9-12</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>E1</b>	Listening	10	0.93	20	11.8	5.8	1.50	83.4	17.5	4.50
	Speaking	10	0.92	20	11.0	5.4	1.49	83.8	12.9	3.57
	Reading	11	0.93	20	10.5	6.9	1.85	80.3	26.9	7.24
	Writing	9	0.93	20	10.3	6.0	1.59	83.8	19.0	5.00
	Comprehen	10	0.97	34	20.7	10.2	1.91	84.8	20.0	3.72
	Total	11	0.98	80	39.7	25.1	3.61	360.9	41.0	5.88

<b>Grade 9</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>E2</b>	Listening	196	0.84	25	16.9	3.9	1.52	96.7	8.3	3.29
	Speaking	195	0.89	25	20.9	3.5	1.16	106.2	11.9	3.96
	Reading	204	0.77	28	19.0	4.9	2.38	98.8	8.7	4.19
	Writing	202	0.82	27	16.1	5.1	2.16	95.5	9.5	4.03
	Comprehen	203	0.87	49	33.1	7.6	2.72	96.8	7.9	2.81
	Total	204	0.92	105	71.1	15.8	4.44	395.3	13.1	3.69

<b>Grade 10</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>E2</b>	Listening	133	0.84	25	17.4	4.2	1.68	98.5	10.2	4.05
	Speaking	132	0.89	25	21.0	4.1	1.35	107.8	14.0	4.63
	Reading	136	0.79	28	19.2	5.3	2.45	99.4	9.9	4.56
	Writing	136	0.79	27	16.5	5.0	2.34	96.6	9.4	4.36
	Comprehen	136	0.88	49	34.0	8.3	2.82	98.3	9.4	3.19
	Total	136	0.93	105	73.1	16.4	4.44	397.5	14.9	4.03

<b>Grade 11</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>E2</b>	Listening	105	0.87	25	18.7	3.3	1.19	100.9	8.1	2.94
	Speaking	109	0.78	25	21.4	3.0	1.41	108.2	12.0	5.64
	Reading	109	0.75	28	21.3	4.1	2.03	103.2	8.6	4.29
	Writing	108	0.80	27	18.4	4.7	2.09	100.4	9.6	4.28
	Comprehen	110	0.88	49	36.5	7.7	2.62	100.8	8.7	2.99
	Total	110	0.91	105	78.3	14.0	4.26	402.0	13.1	3.98

<b>Grade 12</b>				<b>Raw Scores</b>				<b>Scaled Scores</b>		
<b>Form</b>	<b>Language Domain</b>	<b>N</b>	<b>Alpha</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>SEM</b>
<b>E2</b>	Listening	99	0.86	25	18.8	3.9	1.43	101.5	9.6	3.53
	Speaking	99	0.87	25	20.8	3.8	1.38	106.2	12.2	4.49
	Reading	102	0.85	28	19.8	6.0	2.38	100.0	12.1	4.75
	Writing	100	0.85	27	18.3	5.0	1.97	100.1	10.4	4.09
	Comprehen	101	0.91	49	36.1	8.3	2.50	100.3	8.8	2.67
	Total	102	0.94	105	76.2	17.5	4.35	400.2	15.2	3.79

## 9. Validity of the MontCAS ELP

**9.1 Content-related Validity.** Validity of the MontCAS ELP begins with test content. The Introduction to the *Mountain West Assessment Consortium Foundation Document*, included as an appendix to the *MontCAS ELP Technical Report, 2006–2007*, provides background information on the design of the assessment. Additional information on the development of the Mountain West Items is provided in Matthews (2007). All of the items on the previous years' MontCAS ELP were developed as part of that Mountain West Assessment Consortium effort. As referenced in Section 2, some items on the 2010–2011 MontCAS ELP were developed by Questar for the Spring 2010 IELA.

**9.2 Construct and Criterion-related Validity.** In addition to test design considerations, test results also bear on the content validity of the assessment. In very general terms, the distribution and range of scores within each grade span and grade level (Table 8) provide evidence that the MontCAS ELP can capture a range of abilities. Table 9 provides information on the validity of the assessment showing intercorrelations among components of the test. Table 9 shows, by grade span for Level 2 forms, Pearson product moment correlations among scaled scores on each subtest (Listening, Speaking, Reading, Writing, and Comprehension). Correlations are not reported for subtests that share common items (e.g., Reading and Comprehension) nor are they reported for subtests and Total MontCAS ELP. The number below the correlation coefficient in each cell represents the number of students on which the correlation is based.

All of the correlation coefficients in Table 9 are significantly different from zero, indicating that the different subtests are measuring related abilities. Insofar as the language domain tests are measuring aspects of the same construct, English proficiency, performance in the different domains should be related. In addition, however, most of the coefficients are not high enough to suggest that the abilities measured by the individual domain tests are identical, reinforcing the assumption that language domain abilities are different aspects of overall English proficiency. In general, the correlations are comparable to those obtained last year, and the pattern of values in Table 9 is similar to that obtained in previous administrations, suggesting that the internal structure of the tests across years is similar.

**Table 9. Correlations Among Scaled Scores on Individual Language Domain Tests**

<b>Grade</b>	<b>K</b>	<b>1-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	
<b>r</b>	<b>A</b>	<b>B2</b>	<b>C2</b>	<b>D2</b>	<b>E2</b>	<b>Avg.</b>
<b>L x S</b>	0.67 375	0.45 765	0.44 774	0.44 682	0.34 522	0.47
<b>L x R</b>	0.31 373	0.58 771	0.57 783	0.58 695	0.53 532	0.51
<b>L x W</b>	0.39 368	0.56 769	0.53 776	0.55 696	0.48 531	0.50
<b>S x R</b>	0.32 376	0.34 769	0.45 778	0.40 685	0.43 535	0.39
<b>S x W</b>	0.37 371	0.35 766	0.37 771	0.39 685	0.33 532	0.36
<b>S x C</b>	0.67 377	0.43 767	0.49 777	0.46 684	0.39 533	0.49
<b>R x W</b>	0.55 369	0.69 774	0.68 780	0.71 706	0.63 546	0.65
<b>W x C</b>	0.42 370	0.67 773	0.66 781	0.69 705	0.64 546	0.61
<b>Avg.</b>	0.46	0.51	0.52	0.53	0.47	

One valuable source of evidence relevant to the validity of a test is the relationship between scores on the test to those on another test measuring a similar or related construct. Student scores on the MontCAS Criterion-referenced Test (CRT) were provided for a group of students who had also been administered the MontCAS ELP. Data bearing on the relationship between those measures of student ability are presented next. A similar analysis was presented in the 2009-2010 technical report. It is also reported here because it is the latest available data between the MontCAS ELP and MontCAS CRT. Table 10 shows student ability as measured by the English Language Arts (ELA) and the Math portion of the CRT compared to ability measured by the MontCAS ELP. On each test, ELA, Math, and ELP test, students are classified, based on their performance, in one of four categories: Novice, Nearing Proficient, Proficient, and Advanced. Each cell shows the number of students who were classified in each category on each test. So, for example, of the 1,027 students who were classified as proficient on the MontCAS ELP test, 251 were classified as Novice on the ELA portion of the CRT, 409 as Nearing Proficient, 330 as Proficient and 37 as Advanced. Overall, the table shows that there is a positive relationship between performance on the CRT and ELP test. The distribution of scores on the ELA CRT is different from that on the Math CRT. More than half of the students administered the Math CRT scored at the Novice level, whereas the distribution was more evenly divided on the ELA CRT.

**Table 10. Numbers of Students Scoring at Each Performance Level on the MontCAS ELP Test and on MontCAS Criterion-referenced Tests in ELA and Math**

CRT		MontCAS ELP				
		Novice	Nearing Proficient	Proficient	Advanced	Total
ELA	Novice	55	234	251	2	542
	Nearing Prof.	13	114	409	10	546
	Proficient	10	21	330	75	436
	Advanced	4	9	37	47	97
	Total	82	378	1027	134	1621
Math	Novice	61	300	510	7	878
	Nearing Prof.	8	49	336	34	427
	Proficient	9	21	152	60	242
	Advanced	4	7	28	33	72
	Total	82	377	1026	134	1619

A quantitative measure of the relationship between performance on these two tests was generated in the following way. Each of the categories for each test was assigned a point value as follows: Novice = 1; Nearing Proficient = 2; Proficient = 3; and Advanced = 4. Using these point values, a set of paired scores was generated, one pair for each of the 1,621 students administered the ELP and ELA tests and another pair for each of the 1,619 students administered the ELP and Math tests. Because these numbers represent ordinal categories rather than a continuous variable, a Spearman R correlation was calculated. Each cell in Table 11 shows a Spearman correlation coefficient and the numbers of pairs of scores on which the coefficient was based. Correlational data are only available for grades in which the CRT is administered (i.e., 3–8 and 10). Coefficients are shown for all grades, two grade clusters and grade 10. All correlation coefficients are significantly different from zero, establishing that there is a positive relation between performance on the MontCAS ELP test and the CRT in both ELA and Math. In addition, the correlation coefficients are uniformly higher for the ELA test than for the Math test. Finally, the correlation coefficients for both ELA and Math remain relatively stable over the two grade clusters shown but both drop off considerably in Grade 10. Overall the results are similar to those reported in 2009–10 except that in last year’s results, the correlation between ELA and ELP test scores in grade 10 was higher than that between Math and ELP test scores.

**Table 11. Correlations between Performance Levels on the MontCAS ELP and ELA and Math CRT**

MontCAS CRT				
	All Grades	Grade 3-5	Grades 6-8	Grade 10
ELA	0.46 1,621	0.47 802	0.45 692	0.22 127
Math	0.36 1,619	0.36 801	0.38 691	0.19 127

## 10. MontCAS ELP Performance by Year

Table 12 shows results for 2009 and 2010 by form and grade, thus allowing a comparison of performance across those years. Table 12 shows, for each language domain (including comprehension, and total MontCAS ELP): the maximum obtainable raw score (**RS<sub>Max</sub>**), number of students (**N**) administered the assessment, the average raw score (**RS<sub>Mean</sub>**) and average scaled score (**SS<sub>Mean</sub>**).

When comparing 2010 to 2009 for Form A and the Level 2 forms at each grade, there was a large decline in the number of students tested in each grade except for B2 grade 1 and D2 grade 8. As in previous years, with the exception of B1, only a very few students were administered the Level 1 forms. Performance on the total test varied considerably by grade between 2010 and 2009. Not taking into account C1, D1, and E1 with so few students tested, the scaled score mean decreased by over 1 scaled score between 2010 and 2009 at grades 1–4, 7, 9, 10, and 12. The scaled score mean increased by over 1 scaled score at grades 5, 6, and 11, and the two means were about the same at grade 8.



**Table 12. Performance on 2009 and 2010 MontCAS ELP Test Forms by Grade**

		2009				2010			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
<b>Kindergarten</b>									
<b>A</b>	Listening	20	433	15.0	113.9	20	375	14.5	110.5
	Speaking	20	435	13.9	113.3	20	378	13.2	110.4
	Reading	24	436	9.3	76.9	24	376	9.4	77.5
	Writing	22	435	6.5	72.0	22	371	6.3	70.2
	Comprehen	27	433	16.8	105.4	27	377	16.5	104.8
	Total	86	436	44.5	389.3	86	378	43.1	386.6
<b>Grade 1-2</b>									
<b>B1</b>	Listening	15	102	11.0	88.7	15	115	10.8	87.8
	Speaking	15	103	9.2	94.0	15	111	9.2	95.5
	Reading	15	104	9.5	82.5	15	115	9.8	84.1
	Writing	15	104	8.2	85.2	15	115	7.0	78.1
	Comprehen	24	104	15.5	84.2	24	115	15.8	85.5
	Total	60	104	37.7	363.7	60	115	36.5	360.8
<b>Grade 1</b>									
<b>B2</b>	Listening	20	347	13.1	99.5	20	400	12.6	96.9
	Speaking	20	346	13.9	111.2	20	400	13.6	110.1
	Reading	20	349	9.9	94.2	20	406	10.0	95.3
	Writing	20	347	6.3	85.3	20	406	6.5	84.9
	Comprehen	35	348	21.3	98.0	35	403	20.7	97.1
	Total	80	350	42.8	391.6	80	409	42.0	389.6
<b>Grade 2</b>									
<b>B2</b>	Listening	20	410	16.1	114.8	20	372	15.9	113.2
	Speaking	20	394	16.2	122.0	20	369	15.2	117.3
	Reading	20	410	14.7	113.1	20	374	14.1	111.1
	Writing	20	409	12.0	107.6	20	372	12.1	106.8
	Comprehen	35	410	27.4	113.8	35	374	26.5	111.7
	Total	80	410	58.3	432.0	80	376	56.7	427.6

**Table 12. Performance on 2009 and 2010 MontCAS ELP Test Forms by Grade  
(Continued)**

		2009				2010			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
<b>Grade 3-5</b>									
<b>C1</b>	Listening	20	14	14.6	97.3	20	25	15.4	100.8
	Speaking	20	14	11.4	90.7	20	25	12.1	94.8
	Reading	20	14	9.4	87.3	20	25	11.0	92.6
	Writing	20	14	9.6	88.1	20	25	10.5	93.6
	Comprehen	33	14	21.8	91.9	33	25	23.3	96.7
	Total	80	14	44.9	379.4	80	25	49.0	388.5
<b>Grade 3</b>									
<b>C2</b>	Listening	25	339	16.8	100.8	25	313	16.4	100.4
	Speaking	25	322	18.1	105.1	25	313	17.3	102.1
	Reading	25	340	13.0	98.8	25	316	13.4	97.9
	Writing	25	337	12.5	98.3	25	307	11.1	96.2
	Comprehen	46	341	28.5	99.6	46	315	28.6	99.5
	Total	100	341	59.1	398.7	100	318	57.2	396.5
<b>Grade 4</b>									
<b>C2</b>	Listening	25	336	18.5	105.5	25	218	18.6	106.9
	Speaking	25	335	19.5	110.2	25	217	19.4	109.0
	Reading	25	337	15.9	104.9	25	219	16.7	105.8
	Writing	25	337	15.1	105.7	25	221	13.4	102.5
	Comprehen	46	337	32.5	105.0	46	220	33.0	105.5
	Total	100	337	68.8	410.8	100	221	67.4	408.6
<b>Grade 5</b>									
<b>C2</b>	Listening	25	298	19.4	108.7	25	253	19.8	110.8
	Speaking	25	299	20.7	114.9	25	250	21.1	115.5
	Reading	25	300	17.8	110.7	25	256	18.6	111.7
	Writing	25	301	16.0	108.5	25	254	15.7	109.2
	Comprehen	46	300	34.7	109.0	46	256	35.7	110.4
	Total	100	301	73.5	417.9	100	256	74.4	419.4

**Table 12. Performance on 2009 and 2010 MontCAS ELP Test Forms by Grade  
(Continued)**

		2009				2010			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
<b>Grade 6-8</b>									
<b>D1</b>	Listening	20	15	13.6	91.4	20	13	14.3	91.8
	Speaking	20	15	10.4	85.2	20	14	12.6	91.7
	Reading	20	15	11.1	89.3	20	13	10.7	89.6
	Writing	20	15	11.7	89.2	20	13	11.7	89.1
	Comprehen	33	15	21.5	89.9	33	13	21.9	90.3
	Total	80	15	46.7	374.9	80	14	46.6	375.4
<b>Grade 6</b>									
<b>D2</b>	Listening	25	270	17.2	97.4	25	228	17.9	98.9
	Speaking	25	267	18.7	101.1	25	227	19.2	102.9
	Reading	28	269	17.9	96.8	28	230	16.8	97.3
	Writing	27	268	15.3	97.0	27	229	15.0	95.9
	Comprehen	48	271	32.7	96.8	48	230	32.2	97.6
	Total	105	271	68.4	392.9	105	231	68.2	394.3
<b>Grade 7</b>									
<b>D2</b>	Listening	25	292	18.1	99.4	25	229	18.2	99.8
	Speaking	25	292	20.8	107.2	25	224	20.1	105.6
	Reading	28	294	19.9	100.8	28	233	18.1	99.5
	Writing	27	293	16.9	100.5	27	234	16.1	97.8
	Comprehen	48	294	35.1	99.8	48	235	33.0	98.8
	Total	105	294	75.3	400.8	105	236	70.6	396.6
<b>Grade 8</b>									
<b>D2</b>	Listening	25	233	19.0	101.9	25	241	19.7	103.8
	Speaking	25	233	21.1	108.0	25	235	20.8	108.0
	Reading	28	234	21.2	103.2	28	246	19.6	103.1
	Writing	27	235	18.0	102.9	27	245	17.9	101.6
	Comprehen	48	235	36.9	102.2	48	245	35.9	102.7
	Total	105	235	78.8	404.6	105	246	76.6	404.5

**Table 12. Performance on 2009 and 2010 MontCAS ELP Test Forms by Grade  
(Continued)**

		2009				2010			
Form	Language Domain	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>	RS <sub>Max</sub>	N	RS <sub>Mean</sub>	SS <sub>Mean</sub>
<b>Grade 9-12</b>									
<b>E1</b>	Listening	20	9	13.0	84.1	20	10	11.8	83.4
	Speaking	20	9	10.2	83.0	20	10	11.0	83.8
	Reading	20	9	11.4	84.8	20	11	10.5	80.3
	Writing	20	9	12.1	86.7	20	9	10.3	83.8
	Comprehen	34	9	21.9	84.4	34	10	20.7	84.8
	Total	80	9	46.8	372.3	80	11	39.7	360.9
<b>Grade 9</b>									
<b>E2</b>	Listening	25	258	18.2	97.5	25	196	16.9	96.7
	Speaking	25	253	20.0	104.2	25	195	20.9	106.2
	Reading	28	261	17.9	98.5	28	204	19.0	98.8
	Writing	27	257	16.5	97.6	27	202	16.1	95.5
	Comprehen	49	260	34.0	97.8	49	203	33.1	96.8
	Total	105	261	71.5	396.4	105	204	71.1	395.3
<b>Grade 10</b>									
<b>E2</b>	Listening	25	215	19.4	100.8	25	133	17.4	98.5
	Speaking	25	214	21.0	107.7	25	132	21.0	107.8
	Reading	28	222	19.0	101.0	28	136	19.2	99.4
	Writing	27	218	17.7	100.0	27	136	16.5	96.6
	Comprehen	49	219	35.9	100.4	49	136	34.0	98.3
	Total	105	222	75.5	400.5	105	136	73.1	397.5
<b>Grade 11</b>									
<b>E2</b>	Listening	25	197	19.7	101.2	25	105	18.7	100.9
	Speaking	25	193	20.7	106.8	25	109	21.4	108.2
	Reading	28	200	19.3	101.2	28	109	21.3	103.2
	Writing	27	197	17.5	99.2	27	108	18.4	100.4
	Comprehen	49	200	36.5	100.6	49	110	36.5	100.8
	Total	105	200	75.9	400.2	105	110	78.3	402.0
<b>Grade 12</b>									
<b>E2</b>	Listening	25	172	20.3	102.5	25	99	18.8	101.5
	Speaking	25	166	21.1	108.1	25	99	20.8	106.2
	Reading	28	172	19.9	102.8	28	102	19.8	100.0
	Writing	27	171	18.4	100.9	27	100	18.3	100.1
	Comprehen	49	173	37.5	102.0	49	101	36.1	100.3
	Total	105	173	78.4	402.6	105	102	76.2	400.2

Table 13. Total MontCAS ELP Level by Grade in 2007–2010

Grade	Percent in each Proficiency Category														
	2007					2008					2009				
	N	NP	P	A		N	NP	P	A		N	NP	P	A	
<b>K</b>	26	42	26	6		24	41	26	9		15	48	27	10	
<b>1</b>	8	20	56	16		5	16	61	18		10	22	58	11	
<b>2</b>	4	14	62	20		2	12	73	13		5	13	68	14	
<b>3</b>	2	14	61	23		2	11	67	19		3	15	67	15	
<b>4</b>	4	19	57	20		2	16	68	15		2	14	71	13	
<b>5</b>	7	21	65	7		8	18	71	3		7	17	74	3	
<b>6</b>	3	20	59	19		1	30	57	11		6	29	55	10	
<b>7</b>	3	20	64	14		3	24	65	9		3	25	59	13	
<b>8</b>	3	14	79	5		3	18	76	3		3	19	76	2	
<b>9</b>	3	37	56	4		2	40	56	1		3	33	62	2	
<b>10</b>	3	27	66	5		5	37	57	1		2	33	61	4	
<b>11</b>	7	28	63	2		7	38	55	0		5	34	61	0	
<b>12</b>	5	25	66	4		2	46	53	0		2	30	66	1	
<b>K-12</b>	6	23	59	12		5	24	61	10		6	25	61	9	

N=Novice; NP=Nearing Proficiency; P=Proficient; A=Advanced

Performance on MontCAS ELP 2007, 2008, 2009, and 2010 is summarized in Table 13. Table 13 shows the percent of students in each Total MontCAS ELP Proficiency category by grade (N=Novice, NP=Nearing Proficiency, P=Proficient, A=Advanced). Table 13 is not from a matched sample and includes all students tested in each year.

As in previous administrations of the MontCAS ELP, the percent in each proficiency category across all grades (the last rows, K-12) remains fairly stable from one year to the next although there are 4% fewer proficient students this year than in the previous two years. However, the percent in each proficiency category varies grade by grade. From 2009 to 2010, the percent in the Proficient and Advanced categories decreased from a high of 11% at grade 10 (from 65% to 54%) to a low of 1% at grades K, 5, and 11 with a median decrease of 5%. It is worth noting the overall changes in numbers tested across years. There were 585 fewer students tested in 2010 than in 2009, 502 fewer students tested in 2009 than in 2008 and 1,003 fewer students tested in 2008 than in 2007. Such large reductions in the numbers tested grade by grade over the years certainly can have an impact on the distribution of proficiency categories at each grade across the years.

Table 14 shows a summary of MontCAS ELP Growth Reports by grade. Whereas Tables 12 and 13, comparing performance across years, do not represent a matched sample (i.e., a cohort of students who are being tested in each year shown), Table 14 represents the performance of students who were tested in both 2009 and 2010 and whose results were matched. Of the 3,010 students in grades 1 through 12 that were tested in Fall 2010, test results for 2,169 or 72.1% were matched to the previous year. Each cell in the table shows the number and percent of students by grade. Table 14 summarizes three categories of change in proficiency levels from 2009 to 2010. The “declining” category shows the number and percent of students whose proficiency level declined by one or more levels from 2009 to 2010. The “maintaining” category represents the number and percent of students who stayed at the same proficiency level, and the “gaining” category shows the number and percent of students that either remained at the advanced level or gained in proficiency by one or more levels. In every grade except grade 1, the largest percentage of students fell into the “maintaining” category.

**Table 14. Summary of 2009 to 2010 Growth Reports**

<b>Grade</b>	<b>Declining</b>	<b>Maintaining</b>	<b>Gaining</b>
<b>1</b>	<b>31</b> (10.0%)	<b>100</b> (32.4%)	<b>178</b> (57.6%)
<b>2</b>	<b>29</b> (9.6%)	<b>154</b> (51.0%)	<b>119</b> (39.4%)
<b>3</b>	<b>34</b> (13.3%)	<b>159</b> (62.4%)	<b>62</b> (24.3%)
<b>4</b>	<b>21</b> (12.2%)	<b>102</b> (59.3%)	<b>49</b> (28.5%)
<b>5</b>	<b>48</b> (21.7%)	<b>147</b> (66.5%)	<b>26</b> (11.8%)
<b>6</b>	<b>25</b> (13.8%)	<b>119</b> (65.7%)	<b>37</b> (20.4%)
<b>7</b>	<b>20</b> (10.9%)	<b>105</b> (57.4%)	<b>58</b> (31.7%)
<b>8</b>	<b>33</b> (17.9%)	<b>120</b> (65.2%)	<b>31</b> (16.8%)
<b>9</b>	<b>23</b> (20.4%)	<b>82</b> (72.6%)	<b>8</b> (7.1%)
<b>10</b>	<b>8</b> (9.4%)	<b>61</b> (71.8%)	<b>16</b> (18.8%)
<b>11</b>	<b>14</b> (17.7%)	<b>50</b> (63.3%)	<b>15</b> (19.0%)
<b>12</b>	<b>6</b> (7.1%)	<b>62</b> (72.9%)	<b>17</b> (20.0%)
<b>1-12</b>	<b>292</b> (13.5%)	<b>1261</b> (58.1%)	<b>616</b> (28.4%)

For comparison purposes, Table 15 shows a summary of MontCAS ELP Growth Reports for those students who were tested in Fall 2008 and Fall 2009. Of the 3,571 students in grades 1 through 12 tested in Fall 2009, test results for 2,421 or 67.8% were matched to the previous year.

**Table 15. Summary of 2008 to 2009 Growth Reports**

<b>Grade</b>	<b>Declining</b>	<b>Maintaining</b>	<b>Gaining</b>
<b>1</b>	<b>16</b> (6.2%)	<b>83</b> (32.0%)	<b>160</b> (61.8%)
<b>2</b>	<b>49</b> (15.2%)	<b>181</b> (56.2%)	<b>92</b> (28.6%)
<b>3</b>	<b>32</b> (12.4%)	<b>160</b> (62.0%)	<b>66</b> (25.6%)
<b>4</b>	<b>43</b> (15.4%)	<b>166</b> (59.3%)	<b>71</b> (25.4%)
<b>5</b>	<b>51</b> (22.0%)	<b>158</b> (68.1%)	<b>23</b> (9.9%)
<b>6</b>	<b>32</b> (14.8%)	<b>139</b> (64.4%)	<b>45</b> (20.8%)
<b>7</b>	<b>20</b> (10.0%)	<b>124</b> (61.7%)	<b>57</b> (28.4%)
<b>8</b>	<b>20</b> (11.9%)	<b>108</b> (64.3%)	<b>40</b> (23.8%)
<b>9</b>	<b>29</b> (19.6%)	<b>101</b> (68.2%)	<b>18</b> (12.2%)
<b>10</b>	<b>14</b> (11.4%)	<b>80</b> (65.5%)	<b>29</b> (23.6%)
<b>11</b>	<b>15</b> (11.7%)	<b>85</b> (66.4%)	<b>28</b> (21.9%)
<b>12</b>	<b>2</b> (2.3%)	<b>64</b> (74.4%)	<b>20</b> (23.3%)
<b>1-12</b>	<b>323</b> (13.3%)	<b>1449</b> (59.9%)	<b>649</b> (26.8%)



Table 16 shows a summary of MontCAS ELP Growth Reports for those students who were tested in Fall 2007 and Fall 2008. Of the 4,073 students in grades 1 through 12 tested in Fall 2008, test results for 2,715 or 66.7% were matched to the previous year. Table 17 shows a summary of MontCAS ELP Growth Reports for those students who were tested in Fall 2006 and Fall 2007. Of the 5,028 students in grades 1 through 12 tested in Fall 2007, test results for 3,291 or 65.5% were matched to the previous year. There was a higher percentage of matched students for the most recent pair of years versus the three previous pairs of years: 72.1% versus 65.5%, 66.7%, and 67.8%. Comparing the final row in Tables 14–17, the percentages over all grades in each of the three categories were very similar.

**Table 16. Summary of 2007 to 2008 Growth Reports**

<b>Grade</b>	<b>Declining</b>	<b>Maintaining</b>	<b>Gaining</b>
<b>1</b>	<b>8</b> (2.7%)	<b>71</b> (24.4%)	<b>212</b> (72.9%)
<b>2</b>	<b>26</b> (8.5%)	<b>165</b> (53.7)	<b>116</b> (37.8%)
<b>3</b>	<b>46</b> (15.3%)	<b>167</b> (55.5%)	<b>88</b> (29.2%)
<b>4</b>	<b>33</b> (11.3%)	<b>198</b> (68.0%)	<b>60</b> (20.6%)
<b>5</b>	<b>50</b> (19.5%)	<b>161</b> (62.9%)	<b>45</b> (17.6%)
<b>6</b>	<b>28</b> (12.8%)	<b>128</b> (58.7%)	<b>62</b> (28.4%)
<b>7</b>	<b>25</b> (11.8%)	<b>143</b> (67.8%)	<b>43</b> (20.4%)
<b>8</b>	<b>37</b> (14.6%)	<b>180</b> (71.1%)	<b>36</b> (14.2%)
<b>9</b>	<b>46</b> (28.8%)	<b>99</b> (61.9%)	<b>15</b> (9.4%)
<b>10</b>	<b>27</b> (15.1%)	<b>118</b> (65.9%)	<b>34</b> (19.0%)
<b>11</b>	<b>27</b> (23.7%)	<b>78</b> (68.4%)	<b>9</b> (7.9%)
<b>12</b>	<b>17</b> (12.7%)	<b>100</b> (74.6%)	<b>17</b> (12.7%)
<b>1-12</b>	<b>370</b> (13.6%)	<b>1608</b> (59.2%)	<b>737</b> (27.1%)

**Table 17. Summary of 2006 to 2007 Growth Reports**

<b>Grade</b>	<b>Declining</b>	<b>Maintaining</b>	<b>Gaining</b>
<b>1</b>	<b>29</b> (9.1%)	<b>106</b> (33.4%)	<b>182</b> (57.4%)
<b>2</b>	<b>27</b> (7.9%)	<b>173</b> (50.7)	<b>141</b> (41.3%)
<b>3</b>	<b>28</b> (9.4%)	<b>168</b> (56.4%)	<b>102</b> (34.2%)
<b>4</b>	<b>43</b> (13.9%)	<b>166</b> (53.5%)	<b>101</b> (32.6%)
<b>5</b>	<b>54</b> (19.4%)	<b>178</b> (63.8%)	<b>47</b> (16.8%)
<b>6</b>	<b>30</b> (10.1%)	<b>162</b> (54.7%)	<b>104</b> (35.1%)
<b>7</b>	<b>28</b> (9.2%)	<b>187</b> (61.7%)	<b>88</b> (29.0%)
<b>8</b>	<b>30</b> (10.1%)	<b>198</b> (66.4%)	<b>70</b> (23.5%)
<b>9</b>	<b>40</b> (15.7%)	<b>172</b> (67.7%)	<b>42</b> (16.5%)
<b>10</b>	<b>19</b> (9.4%)	<b>149</b> (73.8%)	<b>34</b> (16.8%)
<b>11</b>	<b>31</b> (15.5%)	<b>147</b> (73.5%)	<b>22</b> (11.0%)
<b>12</b>	<b>19</b> (9.8%)	<b>130</b> (67.4%)	<b>44</b> (22.8%)
<b>1-12</b>	<b>378</b> (11.5%)	<b>1936</b> (58.8%)	<b>977</b> (29.7%)

## References

- Linacre, J. M. & Wright, B. D. (2005). *A user's guide to WINSTEPS: Rasch-model computer program* (v. 3.57). Chicago, IL: MESA Press.
- Masters, G. N. (1982). A Rasch model for partial credit scoring. *Psychometrika*, 47, 149–174.
- Matthews, G. (2007). Developing the Mountain West assessment. In J. Abedi (Ed.). *English language proficiency in the nation*, (pp. 33–45). Davis, CA: University of California, School of Education.
- No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002).
- Rasch, G. (1960). *Probabilistic models for some intelligence and attainment tests*. Copenhagen: Danish Institute for Educational Research.



**Appendix A: Item Difficulty and Discrimination data****Table A1: Grade K: Form A**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88072	1	Listening	CR	Core	1	378		8	90	1		1	0.90	0.38
88417	2	Listening	CR	Core	1	378		75	22	1		1	0.75	0.22
88002	3	Listening	CR	Core	1	378		11	3	84		2	0.84	0.20
88415	4	Listening	CR	Core	1	378		94	2	3		1	0.94	0.23
88070	5	Listening	CR	Core	1	378		7	2	91		1	0.91	0.28
88067	6	Listening	CR	Core	1	378	35	62				2	0.62	0.41
88068	7	Listening	CR	Core	1	378	29	54				18	0.54	0.44
72002	8	Listening	CR	Core	1	378	23	69				8	0.69	0.38
72004	9	Listening	MC	Core	1	378	8	84				8	0.84	0.40
72003	10	Listening	MC	Core	1	378	12	80				8	0.80	0.39
72006	11	Listening	CR	Core	1	378	19	68				12	0.68	0.49
72008	12	Listening	CR	Core	1	378	18	72				10	0.72	0.30
8235002	13	Listening	CR	Core	1	378	14	75				11	0.75	0.28
8009001	14	Listening	CR	Core	1	378	29	62				9	0.62	0.33
8009002	15	Listening	CR	Core	1	378	13	77				10	0.77	0.38
8009003	16	Listening	CR	Core	1	378		26	59	11		4	0.59	0.19
8009004	17	Listening	CR	Core	1	378		48	24	22		6	0.48	0.25
8040001	18	Listening	CR	Core	1	378	24	67				10	0.67	0.35
8040003	19	Listening	CR	Core	1	378	11	80				8	0.80	0.40
8040005	20	Listening	CR	Core	1	378	37	47				16	0.47	0.34
88131	1	Speaking	CR	Core	1	378	3	96				1	0.96	0.24
72025	2	Speaking	CR	Core	1	378	13	83				4	0.83	0.42
72023	3	Speaking	CR	Core	1	378	10	85				5	0.85	0.36
72022	4	Speaking	CR	Core	1	378	4	95				1	0.95	0.30
88127	5	Speaking	CR	Core	1	378	12	83				4	0.83	0.37
72159	6	Speaking	CR	Core	1	378	14	84				2	0.84	0.33
88306	7	Speaking	MC	Core	1	378	8	88				3	0.88	0.38
72018	8	Speaking	CR	Core	1	378	38	48				14	0.48	0.46
72153	9	Speaking	CR	Core	1	378	29	64				7	0.64	0.45
72012	10	Speaking	MC	Core	1	378	18	77				5	0.77	0.44
72030	11	Speaking	MC	Core	2	378	11	11	73			5	0.78	0.49
88414	12	Speaking	CR	Core	4	378	8	19	26	23	16	8	0.51	0.49
88130	13	Speaking	CR	Core	4	378	11	28	25	16	8	12	0.40	0.49
88101	1	Reading	CR	Core	1	378		30	5	63		1	0.63	0.33
88084	2	Reading	CR	Core	1	378	39	53				8	0.53	0.50
88288	3	Reading	CR	Core	1	378	42	52				6	0.52	0.54
88091	4	Reading	CR	Core	1	378		12	10	68		10	0.68	0.35
88092	5	Reading	CR	Core	1	378		6	74	7		13	0.74	0.33
88098	6	Reading	CR	Core	1	378	24	59				17	0.59	0.44
88282	7	Reading	CR	Core	1	378	38	45				17	0.45	0.46
88286	8	Reading	CR	Core	1	378	35	46				19	0.46	0.58
88093	9	Reading	CR	Core	1	378	26	44				29	0.44	0.59
88287	10	Reading	CR	Core	1	378	21	49				30	0.49	0.62

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A1: Grade K: Form A (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88090	11	Reading	CR	Core	1	378	40	24				36	0.24	0.47
72195	12	Reading	CR	Core	1	378	24	40				36	0.40	0.56
71447	13	Reading	MC	Core	1	378		39	18	8		34	0.39	0.47
8212001	14	Reading	CR	Core	1	378	19	41				40	0.41	0.58
8211005	15	Reading	CR	Core	1	378	42	7				50	0.07	0.42
8212002	16	Reading	CR	Core	1	378	35	16				48	0.16	0.45
8211003	17	Reading	CR	Core	1	378	39	11				50	0.11	0.40
71448	18	Reading	MC	Core	1	378		12	28	15		46	0.28	0.34
88540	19	Reading	MC	Core	1	378		13	21	19		47	0.21	0.29
88087	20	Reading	MC	Core	1	378		38	9	6		47	0.38	0.38
88103	21	Reading	MC	Core	1	378		32	12	8		48	0.32	0.34
88294	22	Reading	MC	Core	1	378		19	26	6		49	0.26	0.40
8038003	23	Reading	CR	Core	1	378	17	32				51	0.32	0.53
8038004	24	Reading	CR	Core	1	378	19	31				51	0.31	0.53
8273001	1	Writing	CR	Core	1	378	26	65				10	0.65	0.45
8273002	2	Writing	CR	Core	1	378	35	49				16	0.49	0.54
8280001	3	Writing	CR	Core	1	378	18	57				26	0.57	0.31
8280002	4	Writing	CR	Core	1	378	56	12				32	0.12	0.13
8280003	5	Writing	CR	Core	1	378	37	26				37	0.26	0.42
88452	6	Writing	CR	Core	1	378	6	13	31	42		7	0.73	0.40
72295	7	Writing	CR	Core	1	378	10	32	33	19		7	0.51	0.47
88451	8	Writing	CR	Core	1	378	11	33	30	19		8	0.48	0.50
88453	9	Writing	CR	Core	1	378	26	37	20	5		13	0.24	0.50
88454	10	Writing	CR	Core	1	378	22	36	18	11		12	0.29	0.45
72296	11	Writing	CR	Core	1	378	15	36	24	14		11	0.38	0.48
88461	12	Writing	CR	Core	1	378	21	30	24	9		15	0.33	0.49
88456	13	Writing	CR	Core	1	378	26	28	21	9		16	0.30	0.57
88457	14	Writing	CR	Core	1	378	46	24	12	2		16	0.14	0.48
88462	15	Writing	CR	Core	1	378	50	25	8	2		16	0.10	0.41
88455	16	Writing	CR	Core	1	378	54	19	9	2		16	0.11	0.46
88458	17	Writing	CR	Core	1	378	62	14	6	2		16	0.07	0.45
88467	18	Writing	CR	Core	1	378	45	24	11	5		16	0.15	0.40
88464	19	Writing	CR	Core	1	378	62	15	6	1		16	0.06	0.44
88465	20	Writing	CR	Core	1	378	59	17	7	1		16	0.07	0.39
72297	21	Writing	CR	Core	1	378	66	13	5	1		16	0.06	0.25
88466	22	Writing	CR	Core	1	378	73	7	3	1		16	0.04	0.33

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A2: Grades 1-2: Form B1**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88072	1	Listening	MC	Core	1	115		8	91	1			0.91	0.27
88007	2	Listening	MC	Core	1	115		2	96	2		1	0.96	0.17
88002	3	Listening	MC	Core	1	115		5	3	92			0.92	0.26
88416	4	Listening	MC	Core	1	115		9	2	90			0.90	0.33
88003	5	Listening	MC	Core	1	115		91	7	2			0.91	0.28
88004	6	Listening	MC	Core	1	115		94	5	1			0.94	0.08
8202001	7	Listening	MC	Core	1	115		12	11	76		1	0.76	0.37
8201001	8	Listening	MC	Core	1	115		50	29	21		1	0.50	0.35
8201002	9	Listening	MC	Core	1	115		37	47	17			0.47	0.22
8204001	10	Listening	MC	Core	1	115		23	66	11			0.66	0.33
8204002	11	Listening	MC	Core	1	115		29	21	50		1	0.50	0.38
8041001	12	Listening	MC	Core	1	115		16	77	7			0.77	0.20
8041002	13	Listening	MC	Core	1	115		66	12	21		1	0.66	0.35
8041003	14	Listening	MC	Core	1	115		49	13	36		1	0.49	0.24
8041004	15	Listening	MC	Core	1	115		23	20	50		7	0.50	0.40
88305	1	Speaking	CR	Core	1	115	3	90				7	0.90	0.24
72043	2	Speaking	CR	Core	1	115	11	78				10	0.78	0.32
72025	3	Speaking	CR	Core	1	115	4	90				6	0.90	0.29
88324	4	Speaking	CR	Core	1	115	21	68				11	0.68	0.33
72169	5	Speaking	CR	Core	1	115	28	65				7	0.65	0.52
72170	6	Speaking	CR	Core	1	115	13	75				12	0.75	0.34
72162	7	Speaking	CR	Core	1	115	35	53				12	0.53	0.42
72161	8	Speaking	CR	Core	1	115	33	54				13	0.54	0.34
88319	9	Speaking	CR	Core	1	115	15	75				10	0.75	0.41
88021	10	Speaking	CR	Core	2	115	14	52	18			16	0.44	0.54
88130	11	Speaking	CR	Core	4	115	6	30	23	19	5	17	0.39	0.66
88026	1	Reading	MC	Core	1	115		8	3	88		1	0.88	0.23
71462	2	Reading	MC	Core	1	115		21	3	74		1	0.74	0.34
71461	3	Reading	MC	Core	1	115		1	97	3			0.97	0.08
71452	4	Reading	MC	Core	1	115		77	14	10			0.77	0.23
88424	5	Reading	MC	Core	1	115		78	12	8		1	0.78	0.31
88042	6	Reading	MC	Core	1	115		69	22	8		2	0.69	0.38
88553	7	Reading	MC	Core	1	115		25	23	49		2	0.49	0.41
88472	8	Reading	MC	Core	1	115		10	82	7			0.82	0.30
71471	9	Reading	MC	Core	1	115		31	19	49		1	0.49	0.39
88036	10	Reading	MC	Core	1	115		25	60	13		2	0.60	0.35
88033	11	Reading	MC	Core	1	115		34	48	16		3	0.48	0.27
88039	12	Reading	MC	Core	1	115		22	23	50		4	0.50	0.34
88040	13	Reading	MC	Core	1	115		65	19	15		1	0.65	0.36
8005001	14	Reading	MC	Core	1	115		43	30	25		2	0.43	0.26
8005002	15	Reading	MC	Core	1	115		30	48	19		2	0.48	0.18
72291	1	Writing	CR	Core	1	115	10	89				2	0.89	0.24
88327	2	Writing	CR	Core	1	115	37	60				3	0.60	0.27
88397	3	Writing	CR	Core	1	115	6	92				2	0.92	0.40

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A2: Grades 1-2: Form B1 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88044	4	Writing	CR	Core	1	115	18	80				2	0.80	0.44
88047	5	Writing	CR	Core	1	115	70	24				5	0.24	0.44
88045	6	Writing	CR	Core	1	115	42	57				1	0.57	0.47
88046	7	Writing	CR	Core	1	115	68	30				2	0.30	0.36
88048	8	Writing	CR	Core	1	115	65	23				12	0.23	0.39
88402	9	Writing	CR	Core	1	115	63	33				3	0.33	0.46
88331	10	Writing	CR	Core	1	115	75	22				3	0.22	0.46
88051	11	Writing	CR	Core	1	115	53	45				2	0.45	0.64
72211	12	Writing	CR	Core	1	115	41	55				4	0.55	0.58
88053	13	Writing	CR	Core	1	115	59	37				4	0.37	0.39
88061	14	Writing	CR	Core	2	115	50	36	9			5	0.27	0.61



**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A3: Grades 1-2: Form B2**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88072	1	Listening	MC	Core	1	785		2	95	1		2	0.95	0.33
88417	2	Listening	MC	Core	1	785		15	82	0		3	0.82	0.40
88003	3	Listening	MC	Core	1	785		93	4	1		2	0.93	0.30
88004	4	Listening	MC	Core	1	785		94	2	1		3	0.94	0.31
88005	5	Listening	MC	Core	1	785		8	1	89		2	0.89	0.33
8202001	6	Listening	MC	Core	1	785		7	4	87		2	0.87	0.43
8202002	7	Listening	MC	Core	1	785		24	26	44		6	0.44	0.33
8204001	8	Listening	MC	Core	1	785		7	85	5		3	0.85	0.43
8204002	9	Listening	MC	Core	1	785		18	12	66		4	0.66	0.48
8206001	10	Listening	MC	Core	1	785		65	21	10		3	0.65	0.33
8206002	11	Listening	MC	Core	1	785		18	27	50		4	0.50	0.33
8239001	12	Listening	MC	Core	1	785		22	56	19		3	0.56	0.36
8239002	13	Listening	MC	Core	1	785		54	20	23		3	0.54	0.30
8239003	14	Listening	MC	Core	1	785		18	61	17		4	0.61	0.40
8242001	15	Listening	MC	Core	1	785		49	25	23		3	0.49	0.28
8242002	16	Listening	MC	Core	1	785		26	28	40		5	0.40	0.39
8002001	17	Listening	MC	Core	1	785		26	62	7		4	0.62	0.40
8002002	18	Listening	MC	Core	1	785		62	12	22		4	0.62	0.42
8002003	19	Listening	MC	Core	1	785		80	10	3		7	0.80	0.32
8002004	20	Listening	MC	Core	1	785		5	2	85		6	0.85	0.38
72167	1	Speaking	CR	Core	1	785	9	86				5	0.86	0.28
72179	2	Speaking	CR	Core	1	785	8	87				5	0.87	0.26
72045	3	Speaking	CR	Core	1	785	18	76				5	0.76	0.29
72169	4	Speaking	CR	Core	1	785	7	91				3	0.91	0.27
88324	5	Speaking	CR	Core	1	785	7	88				4	0.88	0.23
72170	6	Speaking	CR	Core	1	785	9	88				3	0.88	0.26
72042	7	Speaking	CR	Core	1	785	6	90				4	0.90	0.31
72062	8	Speaking	CR	Core	1	785	32	59				9	0.59	0.28
72036	9	Speaking	CR	Core	1	785	22	70				7	0.70	0.32
72035	10	Speaking	CR	Core	1	785	18	77				4	0.77	0.40
72164	11	Speaking	CR	Core	1	785	22	71				7	0.71	0.33
88400	12	Speaking	CR	Core	1	785	16	79				6	0.79	0.47
72171	13	Speaking	CR	Core	2	785	21	31	43			5	0.58	0.42
88022	14	Speaking	CR	Core	2	785	7	45	41			7	0.63	0.41
88023	15	Speaking	CR	Core	4	785	5	22	31	24	12	6	0.51	0.52
88042	1	Reading	MC	Core	1	785		85	10	1		3	0.85	0.29
71465	2	Reading	MC	Core	1	785		18	64	13		4	0.64	0.42
88553	3	Reading	MC	Core	1	785		6	13	78		2	0.78	0.46
88314	4	Reading	MC	Core	1	785		14	14	66		5	0.66	0.30
88558	5	Reading	MC	Core	1	785		10	66	20		3	0.66	0.38
88560	6	Reading	MC	Core	1	785		21	36	40		3	0.40	0.21
88542	7	Reading	MC	Core	1	785		20	21	55		4	0.55	0.20
88472	8	Reading	MC	Core	1	785		7	85	3		5	0.85	0.31
88035	9	Reading	MC	Core	1	785		14	14	69		3	0.69	0.45

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A3: Grades 1-2: Form B2 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88040	10	Reading	MC	Core	1	785		81	9	5		4	0.81	0.39
8252001	11	Reading	MC	Core	1	785		27	43	26		3	0.43	0.36
8252002	12	Reading	MC	Core	1	785		68	15	11		6	0.68	0.37
8252003	13	Reading	MC	Core	1	785		75	2	19		3	0.75	0.27
8006002	14	Reading	MC	Core	1	785		19	13	59		9	0.59	0.45
8006003	15	Reading	MC	Core	1	785		42	30	16		11	0.42	0.17
8006005	16	Reading	MC	Core	1	785		26	25	37		12	0.37	0.21
72203	17	Reading	CR	Core	4	785	23	33	13	14	17		0.43	0.65
88053	1	Writing	CR	Core	1	785	38	56				6	0.56	0.48
88052	2	Writing	CR	Core	1	785	48	47				5	0.47	0.30
88046	3	Writing	CR	Core	1	785	41	55				4	0.55	0.34
88330	4	Writing	CR	Core	1	785	33	63				4	0.63	0.46
72218	5	Writing	CR	Core	1	785	27	70				3	0.70	0.41
88057	6	Writing	CR	Core	1	785	64	33				3	0.33	0.54
72220	7	Writing	CR	Core	1	785	30	68				2	0.68	0.56
88402	8	Writing	CR	Core	1	785	30	68				3	0.68	0.51
88404	9	Writing	CR	Core	1	785	36	62				2	0.62	0.50
72083	10	Writing	CR	Core	1	785	55	42				3	0.42	0.58
88334	11	Writing	CR	Core	2	785	38	36	21			5	0.39	0.69
72086	12	Writing	CR	Core	2	785	55	23	16			5	0.28	0.61
88054	13	Writing	CR	Core	2	785	36	35	24			5	0.42	0.58
88339	14	Writing	CR	Core	4	785	30	15	31	13	4	6	0.33	0.58

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A4: Grades 3-5: Form C1**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88070	1	Listening	MC	Core	1	25		4		96			0.96	0.32
88146	2	Listening	MC	Core	1	25			4		92	4	0.92	0.28
88159	3	Listening	MC	Core	1	25		4	88		4		0.88	0.41
88416	4	Listening	MC	Core	1	25				100			1.00	0.00
88005	5	Listening	MC	Core	1	25		12	4	84			0.84	0.24
8215001	6	Listening	MC	Core	1	25		4	12	16	68		0.68	0.27
8215002	7	Listening	MC	Core	1	25		72		8	20		0.72	0.59
8207002	8	Listening	MC	Core	1	25		8		76	12		0.76	0.11
8207003	9	Listening	MC	Core	1	25		20	12	8	60		0.60	0.50
8210002	10	Listening	MC	Core	1	25		4	60	4	28	4	0.60	0.39
8210001	11	Listening	MC	Core	1	25		64	12		24		0.64	0.26
8206001	12	Listening	MC	Core	1	25		76	16	8			0.76	0.47
8206002	13	Listening	MC	Core	1	25			24	76			0.76	0.08
8041001	14	Listening	MC	Core	1	25		8	88	4			0.88	0.53
8041002	15	Listening	MC	Core	1	25		76	12	12			0.76	0.50
8041004	16	Listening	MC	Core	1	25		8	8	84			0.84	0.41
8010001	17	Listening	MC	Core	1	25		68	8		24		0.68	0.39
8010002	18	Listening	MC	Core	1	25		72	4	12	12		0.72	0.71
8010003	19	Listening	MC	Core	1	25		16	56	12	16		0.56	0.43
8010004	20	Listening	MC	Core	1	25		4	12	80	4		0.80	0.45
88340	1	Speaking	CR	Core	1	25	12	88					0.88	-0.15
72179	2	Speaking	CR	Core	1	25	12	72				16	0.72	0.55
88157	3	Speaking	CR	Core	1	25	28	68				4	0.68	0.39
88428	4	Speaking	CR	Core	1	25	12	84				4	0.84	0.18
88343	5	Speaking	CR	Core	1	25	32	60				8	0.60	0.64
88018	6	Speaking	CR	Core	1	25	24	68				8	0.68	0.76
88344	7	Speaking	CR	Core	1	25	36	64					0.64	0.10
72058	8	Speaking	CR	Core	1	25	16	72				12	0.72	0.14
72063	9	Speaking	CR	Core	1	25	36	52				12	0.52	0.62
72194	10	Speaking	CR	Core	1	25	16	76				8	0.76	0.41
72061	11	Speaking	CR	Core	1	25	56	32				12	0.32	0.71
72057	12	Speaking	CR	Core	1	25	36	52				12	0.52	0.47
72055	13	Speaking	CR	Core	1	25	44	32				24	0.32	0.45
88400	14	Speaking	CR	Core	1	25	20	68				12	0.68	0.71
88143	15	Speaking	CR	Core	2	25	12	48	32			8	0.56	0.81
88148	16	Speaking	CR	Core	4	25	8	20	28	8	28	8	0.53	0.78
71465	1	Reading	MC	Core	1	25		4	80	16			0.80	0.06
88554	2	Reading	MC	Core	1	25		100					1.00	0.00
88168	3	Reading	MC	Core	1	25		80	16			4	0.80	0.44
88542	4	Reading	MC	Core	1	25		16	20	64			0.64	0.62
88567	5	Reading	MC	Core	1	25		8	28	40	24		0.40	0.75
88174	6	Reading	MC	Core	1	25		76	12	4	8		0.76	0.08
88175	7	Reading	MC	Core	1	25		4	36	8	52		0.52	0.71
88314	8	Reading	MC	Core	1	25		28	8	64			0.64	0.29

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A4: Grades 3-5: Form C1 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88189	9	Reading	MC	Core	1	25		20	28	24	24	4	0.28	-0.02
88566	10	Reading	MC	Core	1	25		12	4	24	56	4	0.56	0.65
8050001	11	Reading	MC	Core	1	25		8	80	4	4	4	0.80	0.50
8050002	12	Reading	MC	Core	1	25		4	8	72	12	4	0.72	0.57
8050004	13	Reading	MC	Core	1	25		8	8	28	52	4	0.52	0.74
8052001	14	Reading	MC	Core	1	25		20	16	8	52	4	0.52	0.40
8052002	15	Reading	MC	Core	1	25		8	8	44	36	4	0.44	0.54
8052003	16	Reading	MC	Core	1	25		60	8	24	4	4	0.60	0.62
72209	17	Reading	CR	Core	4	25	52	16	20	8	4		0.24	0.74
88164	1	Writing	CR	Core	1	25	36	64					0.64	0.42
88328	2	Writing	CR	Core	1	25	28	72					0.72	0.27
72221	3	Writing	CR	Core	1	25	8	92					0.92	0.15
88057	4	Writing	CR	Core	1	25	32	68					0.68	0.70
88167	5	Writing	MC	Core	1	25		24	60	12	4		0.60	0.33
88190	6	Writing	MC	Core	1	25		8	8	16	68		0.68	0.68
88398	7	Writing	MC	Core	1	25		32	16	20	32		0.32	0.29
88359	8	Writing	MC	Core	1	25		40	24	16	16		0.40	0.29
88480	9	Writing	MC	Core	1	25		32	8	44	16		0.44	0.66
88183	10	Writing	MC	Core	1	25		8	64	12	12	4	0.64	0.71
88349	11	Writing	CR	Core	1	25	52	40				8	0.40	0.41
72220	12	Writing	CR	Core	1	25	28	68				4	0.68	0.41
72087	13	Writing	CR	Core	2	25	36	28	32			4	0.46	0.72
8015001	14	Writing	CR	Core	2	25	24	52	20			4	0.46	0.80
88355	15	Writing	CR	Core	4	25	28	24	8	28	8	4	0.39	0.86

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A5: Grades 3-5: Form C2**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88005	1	Listening	MC	Core	1	795		6	4	88		2	0.88	0.30
88408	2	Listening	MC	Core	1	795		4	15	12	66	2	0.66	0.38
88158	3	Listening	MC	Core	1	795		16	12	61	8	2	0.61	0.35
88399	4	Listening	MC	Core	1	795		89	4	4	2	2	0.89	0.39
8208001	5	Listening	MC	Core	1	795		75	6	16	1	2	0.75	0.27
8208002	6	Listening	MC	Core	1	795		18	65	11	4	2	0.65	0.28
89001	7	Listening	MC	Core	1	795		4	88	3	3	2	0.88	0.40
8206001	8	Listening	MC	Core	1	795		87	4	7		2	0.87	0.41
8206002	9	Listening	MC	Core	1	795		12	14	72		1	0.72	0.41
8205001	10	Listening	MC	Core	1	795		6	10	82		2	0.82	0.40
8205002	11	Listening	MC	Core	1	795		11	78	9		2	0.78	0.39
8250001	12	Listening	MC	Core	1	795		17	65	12	5	2	0.65	0.25
8250003	13	Listening	MC	Core	1	795		22	11	8	57	2	0.57	0.32
8250004	14	Listening	MC	Core	1	795		12	13	6	67	2	0.67	0.33
8248001	15	Listening	MC	Core	1	795		10	9	11	67	2	0.67	0.48
8248002	16	Listening	MC	Core	1	795		21	17	42	17	2	0.42	0.33
8248003	17	Listening	MC	Core	1	795		24	53	15	6	2	0.53	0.38
8047001	18	Listening	MC	Core	1	795		77	3	15	3	2	0.77	0.27
8047002	19	Listening	MC	Core	1	795		7	8	79	4	2	0.79	0.38
8047003	20	Listening	MC	Core	1	795		7	82	5	4	2	0.82	0.28
8047004	21	Listening	MC	Core	1	795		22	9	3	63	2	0.63	0.37
8049001	22	Listening	MC	Core	1	795		73	16	4	5	2	0.73	0.35
8049002	23	Listening	MC	Core	1	795		12	13	61	13	2	0.61	0.31
8049003	24	Listening	MC	Core	1	795		9	75	6	7	2	0.75	0.39
8049004	25	Listening	MC	Core	1	795		10	6	7	75	2	0.75	0.37
72179	1	Speaking	CR	Core	1	795	3	94				3	0.94	0.25
88145	2	Speaking	CR	Core	1	795	1	97				2	0.97	0.31
72189	3	Speaking	CR	Core	1	795	10	83				7	0.83	0.31
88345	4	Speaking	CR	Core	1	795	3	94				3	0.94	0.29
72068	5	Speaking	CR	Core	1	795	11	82				7	0.82	0.37
72069	6	Speaking	CR	Core	1	795	9	88				3	0.88	0.41
72066	7	Speaking	CR	Core	1	795	17	71				12	0.71	0.43
72061	8	Speaking	CR	Core	1	795	15	81				3	0.81	0.36
72194	9	Speaking	CR	Core	1	795	8	90				3	0.90	0.33
72050	10	Speaking	CR	Core	1	795	8	90				3	0.90	0.33
72033	11	Speaking	CR	Core	1	795	14	83				3	0.83	0.31
72056	12	Speaking	CR	Core	1	795	17	77				5	0.77	0.44
88400	13	Speaking	CR	Core	1	795	4	92				3	0.92	0.42
72073	14	Speaking	CR	Core	2	795	7	44	46			4	0.68	0.37
72074	15	Speaking	CR	Core	2	795	24	40	20			16	0.40	0.45
88148	16	Speaking	CR	Core	4	795	4	11	24	29	29	4	0.65	0.46
88150	17	Speaking	CR	Core	4	795	3	7	21	34	31	3	0.69	0.56
71465	1	Reading	MC	Core	1	795		4	92	4		1	0.92	0.40
88314	2	Reading	MC	Core	1	795		9	6	83		1	0.83	0.26

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A5: Grades 3-5: Form C2 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88542	3	Reading	MC	Core	1	795		12	9	78		1	0.78	0.35
88582	4	Reading	MC	Core	1	795		66	11	12	8	1	0.66	0.39
88574	5	Reading	MC	Core	1	795		12	66	10	11	1	0.66	0.44
88572	6	Reading	MC	Core	1	795		19	7	58	15	2	0.58	0.40
88566	7	Reading	MC	Core	1	795		6	6	12	75	1	0.75	0.51
88565	8	Reading	MC	Core	1	795		5	11	75	7	2	0.75	0.40
88569	9	Reading	MC	Core	1	795		15	25	38	19	2	0.38	0.28
88235	10	Reading	MC	Core	1	795		11	17	14	54	2	0.54	0.42
8046003	11	Reading	MC	Core	1	795		14	13	71		1	0.71	0.39
8046004	12	Reading	MC	Core	1	795		5	87	5		2	0.87	0.40
8046005	13	Reading	MC	Core	1	795		9	74	15		2	0.74	0.43
8254001	14	Reading	MC	Core	1	795		11	7	7	71	2	0.71	0.45
8254002	15	Reading	MC	Core	1	795		9	56	29	4	2	0.56	0.30
8254003	16	Reading	MC	Core	1	795		63	17	7	10	2	0.63	0.43
8254005	17	Reading	MC	Core	1	795		19	9	55	15	2	0.55	0.40
8253001	18	Reading	MC	Core	1	795		63	17	8	9	3	0.63	0.34
8253005	19	Reading	MC	Core	1	795		10	71	10	6	3	0.71	0.48
8253002	20	Reading	MC	Core	1	795		26	7	60	5	3	0.60	0.47
8253004	21	Reading	MC	Core	1	795		51	20	14	11	3	0.51	0.38
72204	22	Reading	CR	Core	4	795	25	16	25	17	16		0.45	0.59
88057	1	Writing	CR	Core	1	795	12	86				2	0.86	0.43
72229	2	Writing	CR	Core	1	795	26	72				2	0.72	0.43
88373	3	Writing	MC	Core	1	795		68	20	7	3	2	0.68	0.33
88173	4	Writing	MC	Core	1	795		10	7	4	76	3	0.76	0.51
88188	5	Writing	MC	Core	1	795		4	9	73	10	4	0.73	0.39
88359	6	Writing	MC	Core	1	795		61	22	9	6	3	0.61	0.31
88354	7	Writing	MC	Core	1	795		18	66	3	10	3	0.66	0.49
88398	8	Writing	MC	Core	1	795		11	19	12	55	3	0.55	0.40
88576	9	Writing	MC	Core	1	795		19	37	21	20	3	0.37	0.19
72220	10	Writing	CR	Core	1	795	6	92				2	0.92	0.46
88349	11	Writing	CR	Core	1	795	28	69				3	0.69	0.41
72226	12	Writing	CR	Core	2	795	11	25	62			3	0.74	0.47
72234	13	Writing	CR	Core	2	795	61	24	10			5	0.23	0.41
72235	14	Writing	CR	Core	2	795	47	31	16			6	0.32	0.49
88361	15	Writing	CR	Core	4	795	7	25	42	17	2	6	0.43	0.59
88180	16	Writing	CR	Core	4	795	12	39	30	6	1	12	0.30	0.56

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A6: Grades 6-8: Form D1**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88200	1	Listening	MC	Core	1	14		86			7	7	0.86	0.67
88241	2	Listening	MC	Core	1	14				86	7	7	0.86	0.45
88408	3	Listening	MC	Core	1	14			29	7	57	7	0.57	0.58
88205	4	Listening	MC	Core	1	14		57	14	7	7	14	0.57	0.74
8214001	5	Listening	MC	Core	1	14		14	71		7	7	0.71	0.79
8222001	6	Listening	MC	Core	1	14			79	7		7	0.79	0.44
8250001	7	Listening	MC	Core	1	14		14	64	7	7	7	0.64	0.46
8250003	8	Listening	MC	Core	1	14			14	14	64	7	0.64	0.56
8221001	9	Listening	MC	Core	1	14		36	36		21	7	0.36	0.60
8221002	10	Listening	MC	Core	1	14			7	7	79	7	0.79	0.62
8022004	11	Listening	MC	Core	1	14		7	7	7	64	7	0.64	0.59
8022002	12	Listening	MC	Core	1	14		14	21	57		7	0.57	0.43
8022003	13	Listening	MC	Core	1	14		64	14	14		7	0.64	0.30
8022001	14	Listening	MC	Core	1	14			86	7		7	0.86	0.61
8020002	15	Listening	MC	Core	1	14		7	36	21	29	7	0.36	0.63
8020003	16	Listening	MC	Core	1	14		7			86	7	0.86	0.44
8020004	17	Listening	MC	Core	1	14		14		14	64	7	0.64	0.40
8249001	18	Listening	MC	Core	1	14			14	79		7	0.79	0.57
8249002	19	Listening	MC	Core	1	14		64	21		7	7	0.64	0.47
8249003	20	Listening	MC	Core	1	14		14	7	21	50	7	0.50	-0.13
88363	1	Speaking	CR	Core	1	14	7	86				7	0.86	0.32
88428	2	Speaking	CR	Core	1	14	21	79					0.79	0.30
72189	3	Speaking	CR	Core	1	14	36	43				21	0.43	0.57
88191	4	Speaking	CR	Core	1	14	14	86					0.86	0.16
72097	5	Speaking	CR	Core	1	14	29	71					0.71	0.47
72099	6	Speaking	CR	Core	1	14		93				7	0.93	0.37
88194	7	Speaking	CR	Core	1	14	7	93					0.93	0.37
88211	8	Speaking	CR	Core	1	14	21	64				14	0.64	0.42
88362	9	Speaking	CR	Core	1	14	14	79				7	0.79	0.52
72098	10	Speaking	CR	Core	1	14	21	57				21	0.57	0.33
72069	11	Speaking	CR	Core	1	14	43	50				7	0.50	0.30
72057	12	Speaking	CR	Core	1	14	14	79				7	0.79	0.14
88347	13	Speaking	CR	Core	2	14	21	36	43				0.61	0.48
72075	14	Speaking	CR	Core	2	14	36	29	14			21	0.29	0.77
88192	15	Speaking	CR	Core	4	14	7	29		29	21	14	0.50	0.12
88217	1	Reading	MC	Core	1	14			93			7	0.93	0.53
88220	2	Reading	MC	Core	1	14		14		7	71	7	0.71	0.15
88489	3	Reading	MC	Core	1	14		14	64	14		7	0.64	0.68
88219	4	Reading	MC	Core	1	14		86			7	7	0.86	0.39
88226	5	Reading	MC	Core	1	14				93		7	0.93	0.53
88572	6	Reading	MC	Core	1	14		7	21	43	21	7	0.43	0.32
88490	7	Reading	MC	Core	1	14		14	21		50	14	0.50	0.63
88235	8	Reading	MC	Core	1	14		14	14	29	36	7	0.36	0.66
88569	9	Reading	MC	Core	1	14			36	50	7	7	0.50	0.49

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A6: Grades 6-8: Form D1 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
8057001	10	Reading	MC	Core	1	14			79	7	7	7	0.79	0.54
8057002	11	Reading	MC	Core	1	14			14	57	14	14	0.57	0.81
8057003	12	Reading	MC	Core	1	14		29	43	7	7	14	0.29	0.13
8058001	13	Reading	MC	Core	1	14		7	7	14	57	14	0.57	0.45
8058002	14	Reading	MC	Core	1	14		7	14	50	14	14	0.50	0.38
8058003	15	Reading	MC	Core	1	14		29	14	29	14	14	0.29	0.17
8058005	16	Reading	MC	Core	1	14		21	14		50	14	0.50	0.70
72251	17	Reading	CR	Core	4	14	79	7		7	7		0.14	0.55
88224	1	Writing	CR	Core	1	14	7	79				14	0.79	0.76
88223	2	Writing	CR	Core	1	14	14	79				7	0.79	0.56
88438	3	Writing	MC	Core	1	14		7	14	71		7	0.71	0.61
88373	4	Writing	MC	Core	1	14		79		14		7	0.79	0.54
88221	5	Writing	MC	Core	1	14		7	86			7	0.86	0.35
88228	6	Writing	MC	Core	1	14		57		14	21	7	0.57	0.49
88230	7	Writing	MC	Core	1	14		64		21	7	7	0.64	0.59
88516	8	Writing	MC	Core	1	14		29	7	7	43	14	0.43	0.62
88517	9	Writing	MC	Core	1	14			7	79	7	7	0.79	0.52
88188	10	Writing	MC	Core	1	14			14	43	36	7	0.43	0.31
88528	11	Writing	MC	Core	1	14		7	21	57	7	7	0.57	0.37
88349	12	Writing	CR	Core	1	14	43	43				14	0.43	0.67
72226	13	Writing	CR	Core	2	14	7	50	36			7	0.61	0.60
88215	14	Writing	CR	Core	2	14	14	64	14			7	0.46	0.71
88216	15	Writing	CR	Core	4	14	29	21	36			14	0.23	0.73



**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A7: Grades 6-8: Form D2**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88206	1	Listening	MC	Core	1	713		10	4	77	7	2	0.77	0.35
88251	2	Listening	MC	Core	1	713		6	20	61	10	2	0.61	0.35
88408	3	Listening	MC	Core	1	713		4	7	15	71	3	0.71	0.32
88202	4	Listening	MC	Core	1	713		81	6	7	3	2	0.81	0.35
88203	5	Listening	MC	Core	1	713		6	14	70	7	2	0.70	0.36
88205	6	Listening	MC	Core	1	713		94	1	2	1	2	0.94	0.42
8250001	7	Listening	MC	Core	1	713		11	75	9	2	2	0.75	0.33
8250003	8	Listening	MC	Core	1	713		17	8	4	68	2	0.68	0.32
8249001	9	Listening	MC	Core	1	713		1	3	81	12	2	0.81	0.44
8249002	10	Listening	MC	Core	1	713		87	7	2	2	2	0.87	0.45
8249003	11	Listening	MC	Core	1	713		11	10	7	70	2	0.70	0.44
8223001	12	Listening	MC	Core	1	713		7	76	12	3	2	0.76	0.39
8257001	13	Listening	MC	Core	1	713		63	11	16	7	3	0.63	0.37
8257002	14	Listening	MC	Core	1	713		8	54	27	8	3	0.54	0.28
8257003	15	Listening	MC	Core	1	713		12	20	50	16	2	0.50	0.33
8054003	16	Listening	MC	Core	1	713		8	1	3	86	2	0.86	0.33
8054004	17	Listening	MC	Core	1	713		5	1	85	6	3	0.85	0.41
8056001	18	Listening	MC	Core	1	713		81	6	4	6	2	0.81	0.44
8056003	19	Listening	MC	Core	1	713		7	81	6	3	3	0.81	0.36
8056004	20	Listening	MC	Core	1	713		4	4	79	11	3	0.79	0.44
8056005	21	Listening	MC	Core	1	713		8	9	70	10	3	0.70	0.42
8021001	22	Listening	MC	Core	1	713		3	8	71	15	3	0.71	0.28
8021002	23	Listening	MC	Core	1	713		65	12	18	2	3	0.65	0.39
8021004	24	Listening	MC	Core	1	713		4	71	12	9	3	0.71	0.40
8021005	25	Listening	MC	Core	1	713		13	13	15	55	3	0.55	0.27
72103	1	Speaking	CR	Core	1	713	3	94				4	0.94	0.37
88212	2	Speaking	CR	Core	1	713	4	92				4	0.92	0.35
72189	3	Speaking	CR	Core	1	713	4	91				5	0.91	0.39
88257	4	Speaking	CR	Core	1	713	1	95				4	0.95	0.41
72069	5	Speaking	CR	Core	1	713	4	92				4	0.92	0.36
72068	6	Speaking	CR	Core	1	713	5	89				6	0.89	0.39
72104	7	Speaking	CR	Core	1	713	21	63				16	0.63	0.45
72098	8	Speaking	CR	Core	1	713	3	91				6	0.91	0.39
72112	9	Speaking	CR	Core	1	713	13	82				4	0.82	0.35
72238	10	Speaking	CR	Core	1	713	11	81				8	0.81	0.41
72092	11	Speaking	CR	Core	1	713	10	84				6	0.84	0.45
72186	12	Speaking	CR	Core	1	713	5	90				5	0.90	0.42
72107	13	Speaking	CR	Core	1	713	9	85				6	0.85	0.46
72072	14	Speaking	CR	Core	2	713	3	26	66			5	0.79	0.51
72075	15	Speaking	CR	Core	2	713	7	44	39			10	0.61	0.48
88192	16	Speaking	CR	Core	4	713	3	7	17	28	37	7	0.69	0.50
88238	17	Speaking	CR	Core	4	713	4	10	24	33	23	7	0.62	0.58
88489	1	Reading	MC	Core	1	713		4	91	2	2	1	0.91	0.36
88495	2	Reading	MC	Core	1	713		5	3	86	5	1	0.86	0.38

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A7: Grades 6-8: Form D2 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88572	3	Reading	MC	Core	1	713		6	1	89	3	1	0.89	0.39
88494	4	Reading	MC	Core	1	713		12	80	5	2	1	0.80	0.38
88587	5	Reading	MC	Core	1	713		3	12	75	9	1	0.75	0.32
88493	6	Reading	MC	Core	1	713		65	6	16	11	2	0.65	0.40
88497	7	Reading	MC	Core	1	713		5	79	11	4	2	0.79	0.37
88569	8	Reading	MC	Core	1	713		8	12	68	10	1	0.68	0.43
88507	9	Reading	MC	Core	1	713		22	68	4	5	1	0.68	0.40
88235	10	Reading	MC	Core	1	713		4	7	7	80	2	0.80	0.42
88502	11	Reading	MC	Core	1	713		24	24	45	6	1	0.45	0.38
8027005	12	Reading	MC	Core	1	713		18	14	60	6	2	0.60	0.36
8027001	13	Reading	MC	Core	1	713		36	17	11	34	2	0.34	0.16
8027002	14	Reading	MC	Core	1	713		30	13	21	35	1	0.35	0.35
8027003	15	Reading	MC	Core	1	713		71	7	14	6	2	0.71	0.34
8266001	16	Reading	MC	Core	1	713		16	61	9	11	2	0.61	0.40
8266002	17	Reading	MC	Core	1	713		6	13	7	72	3	0.72	0.47
8266003	18	Reading	MC	Core	1	713		11	10	61	15	3	0.61	0.42
8255001	19	Reading	MC	Core	1	713		82	7	4	4	3	0.82	0.39
8255002	20	Reading	MC	Core	1	713		5	73	14	4	3	0.73	0.36
8255003	21	Reading	MC	Core	1	713		5	69	16	7	3	0.69	0.42
8255004	22	Reading	MC	Core	1	713		7	15	67	8	3	0.67	0.40
8264001	23	Reading	MC	Core	1	713		24	13	17	43	3	0.43	0.31
8264002	24	Reading	MC	Core	1	713		62	7	11	17	3	0.62	0.38
72132	25	Reading	CR	Core	4	713	22	20	20	23	16		0.47	0.54
88390	1	Writing	CR	Core	1	713	9	89				1	0.89	0.25
88222	2	Writing	CR	Core	1	713	7	92				2	0.92	0.33
88228	3	Writing	MC	Core	1	713		83	9	3	4	1	0.83	0.21
88173	4	Writing	MC	Core	1	713		3	2	1	93	1	0.93	0.42
88619	5	Writing	MC	Core	1	713		19	11	1	68	1	0.68	0.30
88188	6	Writing	MC	Core	1	713		1	4	87	7	1	0.87	0.37
88616	7	Writing	MC	Core	1	713		12	75	5	7	1	0.75	0.36
88517	8	Writing	MC	Core	1	713		5	3	85	6	1	0.85	0.36
88525	9	Writing	MC	Core	1	713		17	10	4	68	1	0.68	0.31
88478	10	Writing	MC	Core	1	713		14	62	11	12	1	0.62	0.30
8028003	11	Writing	MC	Core	1	713		59	17	18	5	1	0.59	0.31
8028005	12	Writing	MC	Core	1	713		10	11	54	24	2	0.54	0.31
88349	13	Writing	CR	Core	1	713	10	89				1	0.89	0.37
72233	14	Writing	CR	Core	2	713	34	35	28			3	0.46	0.46
72270	15	Writing	CR	Core	2	713	51	18	27			4	0.36	0.42
88231	16	Writing	CR	Core	2	713	25	41	31			3	0.52	0.53
88377	17	Writing	CR	Core	4	713	8	17	43	22	7	4	0.49	0.62
72272	18	Writing	CR	Core	4	713	6	31	38	12	4	8	0.40	0.56

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A8: Grades 9-12: Form E1**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88439	1	Listening	MC	Core	1	11		9	64	18		9	0.64	0.58
88200	2	Listening	MC	Core	1	11		91				9	0.91	0.52
88250	3	Listening	MC	Core	1	11		27	36	9	18	9	0.36	0.71
88251	4	Listening	MC	Core	1	11			36	27	27	9	0.27	0.48
88202	5	Listening	MC	Core	1	11		36	9	27	18	9	0.36	0.59
88248	6	Listening	MC	Core	1	11		18	45	27		9	0.45	0.52
8227001	7	Listening	MC	Core	1	11			73	9	9	9	0.73	0.65
8227002	8	Listening	MC	Core	1	11		73		9	9	9	0.73	0.65
8227004	9	Listening	MC	Core	1	11		64	9	18		9	0.64	0.86
8231001	10	Listening	MC	Core	1	11		27	45		18	9	0.45	0.52
8231002	11	Listening	MC	Core	1	11		9	9	9	64	9	0.64	0.50
8231003	12	Listening	MC	Core	1	11		27	9	45	9	9	0.45	0.41
8223001	13	Listening	MC	Core	1	11		18	64	9		9	0.64	0.65
8031001	14	Listening	MC	Core	1	11			18	55	18	9	0.55	0.69
8031002	15	Listening	MC	Core	1	11		36		36	18	9	0.18	0.55
8031003	16	Listening	MC	Core	1	11		55	9	9	18	9	0.55	0.89
8031004	17	Listening	MC	Core	1	11		18	9	9	55	9	0.55	0.64
8249001	18	Listening	MC	Core	1	11		18	18	55		9	0.55	0.89
8249002	19	Listening	MC	Core	1	11		55	18		18	9	0.55	0.45
8249003	20	Listening	MC	Core	1	11		18		18	55	9	0.55	0.78
88363	1	Speaking	CR	Core	1	11	18	64				18	0.64	0.57
88240	2	Speaking	CR	Core	1	11	18	64				18	0.64	0.68
88243	3	Speaking	CR	Core	1	11	27	64				9	0.64	0.76
88257	4	Speaking	CR	Core	1	11	18	73				9	0.73	0.65
72189	5	Speaking	CR	Core	1	11	27	45				27	0.45	0.77
72127	6	Speaking	CR	Core	1	11		73				27	0.73	0.67
88194	7	Speaking	CR	Core	1	11		91				9	0.91	0.52
88440	8	Speaking	CR	Core	1	11	18	55				27	0.55	0.46
88211	9	Speaking	CR	Core	1	11	27	55				18	0.55	0.61
72112	10	Speaking	CR	Core	1	11	36	45				18	0.45	0.36
72117	11	Speaking	CR	Core	1	11	27	55				18	0.55	0.89
72118	12	Speaking	CR	Core	1	11	9	73				18	0.73	0.39
72126	13	Speaking	CR	Core	2	11	45	18	27			9	0.36	0.83
88388	14	Speaking	CR	Core	2	11	9	36	27			27	0.45	0.83
88192	15	Speaking	CR	Core	4	11	18	27	27			27	0.20	0.60
88226	1	Reading	MC	Core	1	11				82		18	0.82	0.67
88260	2	Reading	MC	Core	1	11					82	18	0.82	0.67
88499	3	Reading	MC	Core	1	11				82		18	0.82	0.67
88498	4	Reading	MC	Core	1	11		9	9	45	18	18	0.45	0.84
88495	5	Reading	MC	Core	1	11		18	9	45	9	18	0.45	0.77
88597	6	Reading	MC	Core	1	11		64	9		9	18	0.64	0.57
88504	7	Reading	MC	Core	1	11		27	45	9		18	0.45	0.63
88271	8	Reading	MC	Core	1	11		9	64	9		18	0.64	0.86
8032001	9	Reading	MC	Core	1	11		55	18	9		18	0.55	0.54

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A8: Grades 9-12: Form E1 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
8032002	10	Reading	MC	Core	1	11		9	64	9		18	0.64	0.86
8032003	11	Reading	MC	Core	1	11		36	9	9	27	18	0.36	0.72
8270002	12	Reading	MC	Core	1	11		9		73		18	0.73	0.76
8270003	13	Reading	MC	Core	1	11		9	9		64	18	0.64	0.76
8270001	14	Reading	MC	Core	1	11		9		73		18	0.73	0.52
8264001	15	Reading	MC	Core	1	11		18	9	9	45	18	0.45	0.59
8264002	16	Reading	MC	Core	1	11		55		27		18	0.55	0.78
72136	17	Reading	CR	Core	4	11	73		9	9	9		0.20	0.69
88223	1	Writing	CR	Core	1	11	18	64				18	0.64	0.86
88222	2	Writing	CR	Core	1	11	18	64				18	0.64	0.55
88390	3	Writing	CR	Core	1	11	45	36				18	0.36	0.75
88275	4	Writing	MC	Core	1	11		64	9	9		18	0.64	0.76
88444	5	Writing	MC	Core	1	11		27		27	27	18	0.27	0.07
88266	6	Writing	MC	Core	1	11		9	18	55		18	0.55	0.31
88267	7	Writing	MC	Core	1	11		36		9	36	18	0.36	0.72
88603	8	Writing	MC	Core	1	11			45	36		18	0.45	0.77
88619	9	Writing	MC	Core	1	11		18	9	27	27	18	0.27	0.71
88517	10	Writing	MC	Core	1	11		9	9	64		18	0.64	0.86
72226	11	Writing	CR	Core	2	11	18	27	36			18	0.50	0.89
72137	12	Writing	CR	Core	2	11	27	18	36			18	0.45	0.75
88215	13	Writing	CR	Core	2	11	9	45	9			36	0.32	0.92
88265	14	Writing	CR	Core	4	11	9	18	27		9	36	0.27	0.88

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A9: Grades 9-12: Form E2**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88250	1	Listening	MC	Core	1	552		5	81	3	7	4	0.81	0.42
88251	2	Listening	MC	Core	1	552		5	11	75	6	4	0.75	0.37
88202	3	Listening	MC	Core	1	552		88	3	3	3	3	0.88	0.45
88246	4	Listening	MC	Core	1	552		15	63	11	8	4	0.63	0.40
8227001	5	Listening	MC	Core	1	552		1	92	3	0	3	0.92	0.38
8227004	6	Listening	MC	Core	1	552		89	2	3	2	3	0.89	0.44
8227003	7	Listening	MC	Core	1	552		6	4	8	78	4	0.78	0.39
8227002	8	Listening	MC	Core	1	552		85	3	3	6	3	0.85	0.39
8230001	9	Listening	MC	Core	1	552		14	8	49	25	4	0.49	0.26
8230002	10	Listening	MC	Core	1	552		45	20	19	12	4	0.45	0.32
8230003	11	Listening	MC	Core	1	552		3	7	7	79	3	0.79	0.40
8230004	12	Listening	MC	Core	1	552		13	71	7	6	4	0.71	0.30
8223001	13	Listening	MC	Core	1	552		4	81	9	2	4	0.81	0.42
8263001	14	Listening	MC	Core	1	552		13	70	10	5	3	0.70	0.37
8263002	15	Listening	MC	Core	1	552		62	4	14	16	3	0.62	0.39
8263003	16	Listening	MC	Core	1	552		20	9	63	5	4	0.63	0.20
8055001	17	Listening	MC	Core	1	552		13	74	4	5	4	0.74	0.29
8055002	18	Listening	MC	Core	1	552		83	6	3	4	4	0.83	0.37
8055003	19	Listening	MC	Core	1	552		1	5	84	6	3	0.84	0.44
8055004	20	Listening	MC	Core	1	552		2	2	4	89	3	0.89	0.43
8029001	21	Listening	MC	Core	1	552		16	33	15	33	4	0.33	0.21
8029002	22	Listening	MC	Core	1	552		43	22	19	13	4	0.43	0.30
8029003	23	Listening	MC	Core	1	552		15	44	22	14	5	0.44	0.27
8029004	24	Listening	MC	Core	1	552		9	12	65	11	4	0.65	0.38
8029005	25	Listening	MC	Core	1	552		24	23	27	22	4	0.27	0.12
88243	1	Speaking	CR	Core	1	552	1	96				3	0.96	0.40
88252	2	Speaking	CR	Core	1	552	7	89				4	0.89	0.39
88254	3	Speaking	CR	Core	1	552	6	91				3	0.91	0.37
72114	4	Speaking	CR	Core	1	552	3	93				3	0.93	0.40
72112	5	Speaking	CR	Core	1	552	8	89				3	0.89	0.37
88257	6	Speaking	CR	Core	1	552	1	96				3	0.96	0.40
72127	7	Speaking	CR	Core	1	552	1	96				3	0.96	0.40
72122	8	Speaking	CR	Core	1	552	16	79				5	0.79	0.45
72121	9	Speaking	CR	Core	1	552	31	61				8	0.61	0.34
72065	10	Speaking	CR	Core	1	552	17	78				5	0.78	0.40
72249	11	Speaking	CR	Core	1	552	3	93				3	0.93	0.44
72248	12	Speaking	CR	Core	1	552	4	93				4	0.93	0.43
72106	13	Speaking	CR	Core	1	552	3	93				3	0.93	0.46
72126	14	Speaking	CR	Core	2	552	1	16	80			3	0.88	0.46
72110	15	Speaking	CR	Core	2	552	13	38	42			6	0.61	0.46
88193	16	Speaking	CR	Core	4	552	1	3	14	37	40	3	0.76	0.56
88389	17	Speaking	CR	Core	4	552	2	7	16	35	35	5	0.71	0.51
88498	1	Reading	MC	Core	1	552		4	2	88	5	1	0.88	0.27
88506	2	Reading	MC	Core	1	552		6	83	2	7	1	0.83	0.28

**Appendix A: Item Difficulty and Discrimination data (Continued)****Table A9: Grades 9-12: Form E2 (Continued)**

Item ID	Seq #	Modality	Item Type	Item Status	Max. Point	N-count	0	1/A	2/B	3/C	4/D	Omit	P-Value	Point Biserial
88597	3	Reading	MC	Core	1	552		96	1	1	1	1	0.96	0.28
88598	4	Reading	MC	Core	1	552		1	3	1	95	1	0.95	0.37
88508	5	Reading	MC	Core	1	552		16	12	62	8	1	0.62	0.30
88271	6	Reading	MC	Core	1	552		5	86	3	4	2	0.86	0.32
88507	7	Reading	MC	Core	1	552		16	78	4	1	1	0.78	0.42
88495	8	Reading	MC	Core	1	552		3	2	91	3	1	0.91	0.39
88593	9	Reading	MC	Core	1	552		11	7	21	61	1	0.61	0.31
88599	10	Reading	MC	Core	1	552		12	60	18	10	1	0.60	0.25
88504	11	Reading	MC	Core	1	552		22	73	3	2	1	0.73	0.42
88503	12	Reading	MC	Core	1	552		18	64	6	12	1	0.64	0.42
8270002	13	Reading	MC	Core	1	552		4	5	87	4	1	0.87	0.36
8270003	14	Reading	MC	Core	1	552		7	9	7	76	1	0.76	0.44
8270001	15	Reading	MC	Core	1	552		6	5	83	4	1	0.83	0.43
8264001	16	Reading	MC	Core	1	552		15	7	11	65	1	0.65	0.34
8264002	17	Reading	MC	Core	1	552		81	4	7	7	1	0.81	0.44
8035003	18	Reading	MC	Core	1	552		7	5	17	69	1	0.69	0.43
8035001	19	Reading	MC	Core	1	552		54	23	13	8	2	0.54	0.35
8035005	20	Reading	MC	Core	1	552		23	17	45	14	2	0.45	0.24
8035002	21	Reading	CR	Core	4	552	3	11	35	37	11	3	0.59	0.51
72257	22	Reading	CR	Core	4	552	18	12	18	21	30		0.58	0.40
88222	1	Writing	CR	Core	1	552	4	93				3	0.93	0.36
88263	2	Writing	CR	Core	1	552	20	77				3	0.77	0.43
88393	3	Writing	MC	Core	1	552		3	7	88	1	1	0.88	0.39
88268	4	Writing	MC	Core	1	552		72	9	15	3	1	0.72	0.25
88444	5	Writing	MC	Core	1	552		32	2	5	60	1	0.60	0.35
88628	6	Writing	MC	Core	1	552		7	14	64	13	2	0.64	0.41
88619	7	Writing	MC	Core	1	552		20	7	2	69	2	0.69	0.34
88181	8	Writing	MC	Core	1	552		3	2	1	92	2	0.92	0.49
88270	9	Writing	MC	Core	1	552		78	15	2	4	1	0.78	0.39
88267	10	Writing	MC	Core	1	552		4	2	6	87	1	0.87	0.48
88535	11	Writing	MC	Core	1	552		11	17	64	6	1	0.64	0.41
8037001	12	Writing	MC	Core	1	552		69	16	10	3	1	0.69	0.46
8037003	13	Writing	MC	Core	1	552		4	77	12	5	2	0.77	0.50
8037004	14	Writing	MC	Core	1	552		10	51	11	28	1	0.51	0.27
8037005	15	Writing	MC	Core	1	552		14	5	14	64	2	0.64	0.37
72283	16	Writing	CR	Core	2	552	9	27	62			2	0.75	0.51
72148	17	Writing	CR	Core	2	552	40	23	35			3	0.46	0.37
88447	18	Writing	CR	Core	4	552	17	33	30	14	2	4	0.36	0.45
72150	19	Writing	CR	Core	4	552	7	9	38	26	10	11	0.50	0.50

**Appendix B: 2010–2011 Score Reports Interpretation Guide**

# MontCAS

(Montana Comprehensive Assessment System)

English Language  
Proficiency Assessment

## 2010-2011

### Score Reports Interpretation Guide



[opi.mt.gov](http://opi.mt.gov)

Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

Copyright ©2011, held by the Montana Office of Public Instruction. All rights reserved. Printed in the U.S.A.  
This assessment and its contents are the exclusive property of the State of Montana.



## **Contents**

---

- 5 Overview**
- 8 Understanding the Individual Student Report**
- 10 Understanding the Parent Report**
- 11 Understanding the School Roster Report**
- 12 Understanding the Summary Report**
- 13 Understanding the Growth Report**
- 14 Using MontCAS ELP Results**

4 - 2010-2011 MontCAS ELP Assessment Score Reports Interpretation Guide

## Overview

### Overview

The purpose of this guide is to assist educators and other stakeholders with understanding, interpreting, and using the results of the Montana English Language Proficiency Assessment. The MontCAS ELP is administered statewide to all Limited English Proficient (LEP) students.

The guide includes information on

- how and why the MontCAS ELP was developed,
- how the assessments are designed,
- how student performance is scored,
- how performance standards were determined,
- how assessment results are reported, and
- how results can be used to improve programs, instruction, and student performance.

**Purpose of the MontCAS ELP.** The annual assessment of LEP students in Montana fulfills a requirement of the No Child Left Behind Act of 2001. One objective is to measure an individual student's progress in achieving proficiency in speaking, listening to, comprehending, reading, and writing English. A second objective is to measure the success of language development programs in achieving adequate student growth in English proficiency in districts participating in Title III.

**Development of the MontCAS ELP.** The MontCAS ELP is an edited version of the English Language Proficiency test developed for the Mountain West Consortium, of which Montana was a member. The MontCAS ELP was administered for the fifth time (as the 2010–2011 MontCAS ELP) in the fall of 2010

(the first administration was in the fall of 2006). The 2010–2011 forms include some items from previously administered test forms and some new items. The 2010–2011 forms have been equated to the 2009–2010 forms so that results from the 2010 administration are reported on the same scale as previous MontCAS ELP results. In addition, the cut scores previously established in 2006 for each proficiency level by grade apply to 2010 results as well as those from 2009, 2008, and 2007.

**Structure of the MontCAS ELP.** The MontCAS ELP is comprised of tests in four domains—Listening, Speaking, Reading, and Writing. Scores are reported for each of these domains, as well as for Comprehension. The Comprehension score is calculated using a subset of Listening and Reading items.

The MontCAS ELP is administered by grade span.

Grade Span	Form
K	A
1–2	B1 or B2
3–5	C1 or C2
6–8	D1 or D2
9–12	E1 or E2

In all grade spans, except for K, there are two separate test forms, a Level 1 form intended for beginning students and a Level 2 form intended for more proficient students. Note that no “mixed” scores can be reported: if, for example, a student took both B1 and B2 test forms, results have been reported for only one form.

## Overview

---

**Reported Scores.** Student performance in each of the five language domains and on the overall (Total MontCAS ELP) test is reported in terms of raw score, scaled score, and proficiency level.

Raw Scores. The raw score is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. Raw scores on the MontCAS ELP can only be compared for the same domain and the same test form. For example, a Form B1 raw score cannot be compared to a Form B2 raw score.

**Note:** The Writing raw score for (Kindergarten level) Form A was calculated as follows: 1 point was allocated for each skill on the Writing Checklist that the student “does most of the time” or for which they “demonstrate mastery.” Thus, the Writing Checklist generated a maximum raw score of 22 points.

Scaled Scores. Scaled scores are derived from raw scores and provide results for alternate forms (e.g., B1 and B2) on a common scale. MontCAS ELP scaled scores can be compared for the same domain and the same grade-span test (A, B, C, D or E). For example, all Form C Reading scaled scores can be compared, regardless of whether the student took the C1 or the C2 Reading test. However, Form C scaled scores cannot be compared to Form D scaled scores.

Total MontCAS ELP Proficiency Levels. For the total score, four proficiency levels are reported: Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). These are based on the total scaled score and provide a holistic estimate of the student’s English proficiency. It is important to note that students at the same overall Proficiency Level may have different profiles of competence across the language domains.

Domain Proficiency Levels. Within each domain, two proficiency levels are reported, based on the student’s scaled score: Below Proficient (BP) and Proficient or Above (PA). (Individual language domain tests are not long enough to reliably provide more than two levels of proficiency.)

**Incomplete Testing.** Students were required to take all four language domain tests. If a student did not take one or more of the domain tests, the reports will show dashes in place of scores for that domain. The reported Total MontCAS ELP score is based on the domain tests for which there are scores. Thus, if a student failed to take the Speaking Test for whatever reason, the Total MontCAS ELP score will be based on a raw score of zero in Speaking. The reported Comprehension scores—which are based on a subset of Listening and Reading scores—will be affected in the same way if the student failed to take either the Listening or Reading Test.

## Overview

**Cut Scores.** The table below shows the MontCAS ELP Total scaled score range that corresponds to each proficiency level. Within a grade cluster (e.g., 3–5), cut scores may vary across each grade. Scaled scores should not be compared across grade clusters (e.g., 1–2 versus 3–5) but can be compared within a grade cluster. In those grade clusters with Level 1 and 2 forms, the cut scores in each grade are the same regardless of the form administered.

Forms	Grade	Scaled Score Range for Proficiency Levels			
		Novice (N)	Nearing Proficiency (NP)	Proficient (P)	Advanced (A)
A	K	Below 363	363–395	396–424	At or Above 425
B1/B2	1	Below 345	345–373	374–420	At or Above 421
	2	Below 373	373–407	408–465	At or Above 466
C1/C2	3	Below 361	361–383	384–416	At or Above 417
	4	Below 374	374–396	397–429	At or Above 430
	5	Below 387	387–406	407–453	At or Above 454
D1/D2	6	Below 367	367–388	389–412	At or Above 413
	7	Below 367	367–391	392–419	At or Above 420
	8	Below 370	370–391	392–436	At or Above 437
E1/E2	9	Below 370	370–392	393–420	At or Above 421
	10	Below 373	373–395	396–423	At or Above 424
	11	Below 376	376–399	400–434	At or Above 435
	12	Below 376	376–399	400–434	At or Above 435

## Individual Student Report

**MontCAS**  
(Montana Comprehensive Assessment System)  
English Language  
Proficiency Assessment

**INDIVIDUAL STUDENT REPORT**  
**English Language Proficiency (ELP) Assessment**  
**2010 - 2011**

Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent  
opi.mt.gov

**1** **2**

<b>Student</b>	GRAY WOLF, JIMMY
<b>School</b>	ABC School
<b>System</b>	ABC System
<b>Grade</b>	7
<b>Test Form</b>	D2
<b>State Student ID</b>	123333789
<b>Birth Date</b>	05/14/1998
<b>Gender</b>	M
<b>Test Date</b>	Fall 2010

The NCLB Act of 2001 requires an annual assessment of English language proficiency for students identified as limited English proficient (LEP). The purpose of the assessment is to measure students' progress in achieving proficiency in academic English. The MontCAS English Language Proficiency (ELP) Assessment measures proficiency in listening, speaking, reading, writing, and comprehension (domains). The comprehension score is a composite score based on the listening and reading sections.

**Novice** students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.

**Nearing Proficient** students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.

**Proficient** students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

**Advanced** students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

**3** **4** **6**

2009 - 2010	2010 - 2011 Total MontCAS ELP		
Proficiency Level	Raw Score (Max RS=105)	Scaled Score	Proficiency Level
Proficient (P)	89	416	Proficient (P)
	State Average Scaled Score	402.4	

2009 - 2010	2010 - 2011 Score Summary			
Proficiency Level	Test	Raw Score	Scaled Score	Proficiency Level
PA	L Listening (Max RS=25)	22	107	PA
PA	S Speaking (Max RS=25)	22	108	PA
PA	R Reading (Max RS=28)	26	116	PA
PA	W Writing (Max RS=27)	19	102	PA
PA	C Comprehension (Max RS=48)	45	115	PA

**Proficiency Profile**

**5**

Proficient or Above (PA)  
Below Proficient (BP)

Legend: RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scaled Score; -- indicates test not taken BP = Below Proficient PA = Proficient or Above

**1 Test Forms** are identified by a letter-number combination. The letter (A, B, C, D, or E) specifies the grade-span; the number specifies the difficulty level of the form (1 is for LEP students with beginner or novice skills in English; 2 is for the more proficient students). The exception is grade K (Form A), which does not have separate ability-level forms.

**2 The State Student ID** is a unique number that is assigned to every student who receives educational services from a public school in Montana. This number follows the student from school to school throughout his or her K–12 career. The ID consists of 9 randomly generated digits, with no leading zeros.

## Individual Student Report

**3 The Raw Score** is the total number of correct answers on multiple-choice items plus the number of points earned on open-ended items. A raw score can only be interpreted within the context of a given test form. Raw scores cannot be used to compare performance on different test forms. Scaled scores or scores derived from scaled scores should be used for those comparisons.

**4 Scaled Scores** are derived from raw scores and provide results for alternate forms (e.g., Forms B1 and B2) on a common scale. Scaled scores can be used to make comparisons among students and over time. However, scaled scores cannot be compared across grade spans (e.g., B vs. C), or across different tests (e.g., Listening vs. Reading). To compare across different grade spans, scaled scores must be converted to Proficiency Levels.

**5 The Proficiency Profile** summarizes ability across the language domains as well as growth from one year to another, if a student has taken the MontCAS ELP for at least two years. The height of the bars shows how ability differs by language domain. The dotted line in the middle of the Proficiency Profile chart marks the cut score between the Below Proficient (BP) and the Proficient or Above (PA) levels, allowing you to see where student ability falls with respect to this criterion.

**6 Proficiency Levels** provide a holistic estimate of the student's English proficiency.

In general terms, the levels are:

Novice (N) – Students are beginning to participate in oral and written interactions of learned information to socialize, produce, and obtain information.

Nearing Proficiency (NP) – Students demonstrate partial mastery of oral and written interactions of learned information to socialize, produce, and obtain information.

Proficient (P) – Students demonstrate competent skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

Advanced (A) – Students demonstrate exceptional skills in oral and written interactions of learned information to socialize, produce, and obtain information in order to participate in academic work.

## Parent Report

The results of your student's English Language Proficiency Assessment are shown in this report by raw score, scaled score and performance level.

**Raw score** refers to the number of points a student has earned for a particular test. Raw scores should not be compared across language domains. A maximum raw score is shown for each language domain and the Total MontCAS ELP.

**Scaled scores** are derived from raw scores and permit comparisons between level 1 and 2 forms (e.g., Form C1 and C2) within a grade cluster. Scaled scores range from 0 to 200 in the component tests and from 0 to 700 in the Total MontCAS ELP.

**Performance levels** describe a student's performance on the MontCAS ELP assessment and are based on the total scaled score. The MontCAS ELP reports four performance levels for the total score (N, NP, P, A), which are organized into two groups for each domain (BP, PA). These performance levels are described in more detail on the back cover.

**A**

### **B YOUR STUDENT'S RESULTS**

The following charts show your student's performance on the English Language Proficiency Assessment. These charts include raw scores, scaled scores, and performance levels.

**Total MontCAS ELP.** This table indicates your student's overall performance on the 2010 - 2011 assessment. For comparative purposes, your student's overall proficiency level for last year, 2009 - 2010, and average state results for the current year are included. The score summary and proficiency profile on the next page provide more detailed information about how your child performed in each language domain.

2009 - 2010	2010 - 2011 Total MontCAS ELP		
Proficiency Level	Raw Score (Max RS=105)	Scaled Score	Proficiency Level
Proficient (P)	89	416	Proficient (P)
	State Average Scaled Score	402.4	

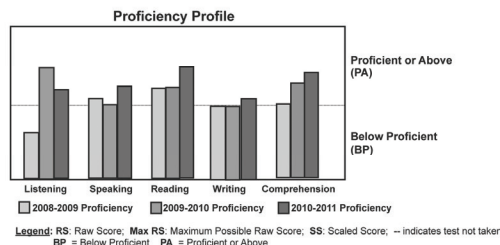
Page 2

**Score Summary.** The Score Summary chart provides your student's results for each of five components of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The maximum raw score (Max RS) is indicated for each component. For example, the maximum raw score (Max RS) that could be earned for the Listening test was 25 points.

2009 - 2010	2010 - 2011 Score Summary			
Proficiency Level	Test	Raw Score	Scaled Score	Proficiency Level
PA	L Listening (Max RS=25)	22	107	PA
PA	S Speaking (Max RS=25)	22	108	PA
PA	R Reading (Max RS=28)	26	116	PA
PA	W Writing (Max RS=27)	19	102	PA
PA	C Comprehension (Max RS=48)	45	115	PA

**C**

**Proficiency Profile.** The profile indicates your student's performance across the language domains, as well as growth from one year to the next.


**D**

Page 3

A customized parent report was generated for each LEP student who participated in the fall 2010 MontCAS English Language Proficiency (ELP) Assessment. This report was based on the school-level individual student report and should be shared by classroom teachers during parent-teacher conferences or other interactions with parents. The report includes detailed results of a student's ELP test performance, including raw scores, scaled scores and performance levels, in each language domain and for the total MontCAS ELP. The proficiency profile permits a comparison of student ability across the language domains and in comparison to average performance across the state.

**Section A** provides an explanation of terms—raw score, scaled scores, and performance levels—used in the Parent Report.


**Section B** shows the student's overall performance on the assessment in the Total MontCAS ELP table. The student's total raw score, scaled score, and proficiency level are provided, along with the Average State Scaled Score for this grade, for comparison.

**Section C** provides more detailed information about student performance in the Score Summary chart. The chart shows student results for each component of the ELP assessment: Listening, Speaking, Reading, Writing and Comprehension. The raw score, scaled score, and proficiency levels are listed for each of the five components.

**Section D** illustrates student performance in relation to the proficiency levels for up to 3 years (2008–2009, 2009–2010, 2010–2011), if a student took the MontCAS ELP assessment more than one year. The Proficiency Profile chart shows the scaled score “cut” line between proficiency levels Below Proficient (BP) and Proficient or Above (PA).




## School Roster



**MontCAS**  
(Montana Comprehensive Assessment System)  
English Language  
Proficiency Assessment

**CONFIDENTIAL**  
**SCHOOL ROSTER**  
**English Language Proficiency (ELP) Assessment**  
**Grade 8**  
**2010 - 2011**  
**ABC School**



Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent  
opi.mt.gov

SYSTEM: **ABC System (9999)**

Test Date: Fall 2010

Student Name	Gender	Test Form	Listening			Speaking			Reading			Writing			Comprehension			Total		
			RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Prof	RS	SS	Proficiency Level
Number of Students Listed: 10																				
BLANEY, THOMAS G. State ID#: 123456789 DOB: 01/21/1997	M	D2	20	101	PA	17	95	BP	15	94	BP	5	78	BP	33	97	PA	57	383	Nearing Proficiency
CRUZ, ROBERT † State ID#: 123467890 DOB: 04/05/1997	M	D2	18	97	PA	--	--	--	--	--	--	9	86	BP	23	89	BP	27	357	Novice
DE MIRO, RENEE State ID#: 235678907 DOB: 07/21/1997	F	D2	18	97	PA	22	108	PA	7	82	BP	5	78	BP	23	89	BP	52	379	Nearing Proficiency
FOSTER, BILLY L. State ID#: 435621897 DOB: 08/01/1997	M	D2	21	104	PA	22	108	PA	15	94	BP	11	89	BP	34	98	PA	69	394	Proficient
GRANT, KIRSTEN T. State ID#: 860847350 DOB: 12/03/1996	F	D2	21	104	PA	20	102	PA	16	95	BP	18	101	PA	35	99	PA	75	399	Proficient
LAW, JULIA D. State ID#: 975089899 DOB: 10/20/1996	F	D2	20	101	PA	17	95	BP	9	85	BP	8	84	BP	27	92	BP	54	381	Nearing Proficiency
MILLER, JUDE D. State ID#: 775534221 DOB: 09/22/1996	M	D2	17	95	BP	22	108	PA	18	98	PA	9	86	BP	33	97	PA	66	391	Nearing Proficiency
RAVEN, ANDREW State ID#: 896453311 DOB: 06/12/1997	M	D2	20	101	PA	22	108	PA	11	88	BP	12	91	BP	29	94	BP	65	390	Nearing Proficiency
STRONG, TREVOR State ID#: 353243678 DOB: 06/11/1997	M	D2	19	99	PA	20	102	PA	18	98	PA	13	93	BP	34	98	PA	70	395	Proficient
WILSON, ALAN State ID#: 796685767 DOB: 05/31/1997	M	D2	21	104	PA	22	108	PA	18	98	PA	18	101	PA	40	106	PA	79	403	Proficient

**Legend:** RS: Raw Score; Max RS: Maximum Possible Raw Score; SS: Scaled Score; -- indicates test not taken BP = Below Proficient PA = Proficient or Above

**Note:** Any students who took the assessment with non-standard accommodations are marked with † symbol.

The MontCAS ELP School Roster report lists all students—who in a single school in a single grade—who took the MontCAS ELP in a certain year. The School Roster report includes the following information:

**Section A** shows the grade, the assessment year, the school name, and system name.

**Section B** lists each student alphabetically, along with his or her state student ID number, date of birth, and gender. The Test Form column identifies the specific test form administered to the students.

**Section C** lists each student's raw score (RS), scaled score (SS), and proficiency level (Prof), in each language domain (Speaking, Listening, Reading, Writing,


and Comprehension). Note that the Comprehension score is based on a subset of items from the Listening and Reading sections of the assessment. The language domain proficiency levels are: Below Proficient (BP) and Proficient or Above (PA).

**Section D** lists each student's Total MontCAS ELP raw score, total scaled score, and proficiency level: Novice (N), Nearing Proficiency (NP), Proficient (P), or Advanced (A).

## Summary Report

**MontCAS**  
(Montana Comprehensive Assessment System)  
English Language  
Proficiency Assessment

**SYSTEM SUMMARY REPORT**  
**English Language Proficiency (ELP) Assessment**  
**Grade 11**  
**2010 - 2011**

 Montana  
Office of Public Instruction  
Denise Juneau, State Superintendent  
opi.mt.gov

SYSTEM: ABC System (9999)

Test Form: E1, E2  
Test Date: Fall 2010

Proficiency Level	Listening	Speaking	Reading	Writing	Comprehension	Total			
	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Scaled Score Range	Number and Percent of Students	Percent
Proficient or Above (PA)	At or Above 100 7 (50%)	At or Above 100 21 (95%)	At or Above 100 10 (71%)	At or Above 100 10 (71%)	At or Above 100 8 (57%)	Advanced (A)	At or Above 435	2	9%
Below Proficient (BP)	Below 100 7 (50%)	Below 100 1 (5%)	Below 100 4 (29%)	Below 100 4 (29%)	Below 100 6 (43%)	Proficient (P)	400 - 434	8	36%
	N Students: 14* <u>Mean Scaled Score:</u> System: 103.1 State: 103.4  <u>Median Scaled Score:</u> System: 98 State: 104	N Students: 22 <u>Mean Scaled Score:</u> System: 114.9 State: 106.7  <u>Median Scaled Score:</u> System: 113 State: 103	N Students: 14* <u>Mean Scaled Score:</u> System: 104.4 State: 102.8  <u>Median Scaled Score:</u> System: 105 State: 103	N Students: 14* <u>Mean Scaled Score:</u> System: 104.6 State: 104.7  <u>Median Scaled Score:</u> System: 100 State: 106	N Students: 14* <u>Mean Scaled Score:</u> System: 102.4 State: 101.9  <u>Median Scaled Score:</u> System: 101 State: 102		N Students: 22 <u>Mean Scaled Score:</u> System: 390.8 State: 403.0  <u>Median Scaled Score:</u> System: 394 State: 404		

\*Summary statistics exclude students who did not take this subtest.

**Legend:** **Mean Scaled Score:** The arithmetic average of a set of scaled scores. It is found by adding all the scores in the distribution and dividing by the total number of scores.  
**Median Scaled Score:** The middle score in a distribution or set of ranked scaled scores. Half the scores in the set are below the median, and half are above it (the 50th percentile).

Use of the information by schools and teachers to assist students is encouraged.

The MontCAS ELP System and School Summary Reports show the distribution of scores by grade within a system or school. The reports are produced even if the number of LEP students in a particular grade is very small. Reports for less than 10 students include a footer indicating that they may not be distributed to the public; the student information is protected by The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

**Section A** shows the grade, the assessment year, and the system name.

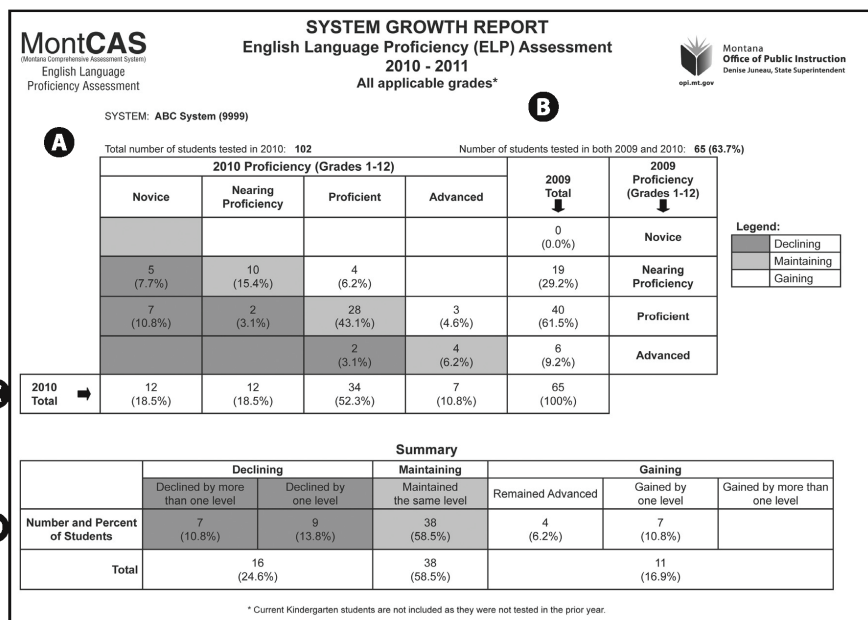
**Section B** For each language domain (Speaking, Listening, Reading, Writing, and Comprehension), the report shows—in the Number and Percent of Students columns—the number and percent of students whose scores placed them in each of the two Proficiency Level groupings: Below Proficient (BP) and Proficient or Above (PA).

**Section C** The Total MontCAS ELP section shows scaled scores corresponding to each of 4 overall proficiency levels—Novice (N), Nearing Proficiency (NP), Proficient (P), and Advanced (A). The Number of Students column

shows the number of students whose performance placed them in each category and the Percent column represents that number as a percentage of the students in this grade who were tested. For example, the 8 in the Proficient (P) cell of the sample report above indicates that 8 students in the system scored in the Proficient (P) range, which is 36% of the students in this grade.

**Section D** The N Students line shows the total number of students in the system in this grade for whom there is a language domain score and a total score. For example, the sample report shows that 22 11th-grade students took the Speaking Test. The Mean Scaled Score line shows the average scaled score in each domain and overall for all tested students in the system. For example, the sample report shows that the mean scaled score on the Speaking Test for this system was 114.9. The Median Scaled Score line shows the median scaled score in each domain and overall. The state mean and median are also shown for each domain and overall. Means and medians are shown only if N is 10 or greater.

## Growth Report



The MontCAS ELP System Growth Report shows the proficiency level profile within a system for those students who were assessed with the MontCAS ELP in both 2009 and 2010 (and have been confirmed by a State ID # match).

**Note:** System Growth Reports are provided only when there are 10 or more students who were tested (and matched by State ID #) in both 2009-2010 and 2010-2011 MontCAS ELP assessments. If the system has fewer than 10 students, Individual Reports should be examined to determine growth.

The Growth Report includes the following information:

**Section A** shows the system name and total number of students from the designated grade or grades tested in 2010. The sample report shows growth for grades 1–12. Kindergarten is not included in the sample because these students were not tested in the prior year.

**Section B** shows the total number (and percentage) of students assessed in 2010 and matched by State ID # to 2009.

**Section C** shows a distribution of students by proficiency level for both 2009 and 2010 and how the proficiency of students in 2009 changed in 2010. Student proficiency level in 2009 is shown in the rows and summarized in the second to the last column on the right. For example, 19 students

(29.2%) performed at the Nearing Proficiency level and 40 students (61.5%) at the Proficient level in 2009. Student proficiency level in 2010 is shown in the columns and summarized in the last row on the bottom. For example, 34 students (52.3%) performed at the Proficient level in 2010. Thus comparing the 2009 Total column to the bottom row (2010 Total) shows how the distribution of performance for these students changed from 2009 to 2010. Each cell in the table shows how the students at a particular level in 2009 changed in 2010. For example, of those 40 students (middle row) who performed at the Proficient level in 2009, 28 (43.1%) tested at Proficient in 2010, and 4.6% tested at Advanced. The cells on the diagonal (upper left to lower right) show students whose proficiency level did not change. Those below the diagonal declined one or more levels from 2009 to 2010 and those above the diagonal gained one or more levels from 2009 to 2010.

**Section D** summarizes the changes from 2009 to 2010 shown in the upper panel. The bottom row aggregates students according to how their level changed and categorizes them as declining, maintaining, or gaining. Students who tested at Advanced (A) in both 2009 and 2010 were counted in the “gaining” category.

## Using MontCAS ELP Results

---

### Using MontCAS ELP Results

**Monitoring Progress.** MontCAS ELP test results can be used to determine whether students are making progress in developing English proficiency overall and within each language domain. To make comparisons between one year and the next, proficiency levels should be used.

**Note:** Within a grade span, scaled scores can also be compared from year to year, as long as the student is being assessed with the same-letter form. Scaled scores cannot be used to monitor progress from year to year when students have moved to the next grade span, that is, in 1st grade, 3rd grade, 6th grade, and 9th grade.

**Informing Instruction.** MontCAS ELP test results can be used to design instruction that capitalizes on students' strengths and addresses their weaknesses. Proficiency levels provide useful information on an individual student's profile across the language domains. For example, two students may both score as Proficient overall but have different strengths and weaknesses in the language domains. One may be lagging behind in Speaking, the other in Reading. With this information, instruction can be tailored to the individual student's needs.

### Montana's Definition of "Proficient" for LEP Students Who Participate in the English Language Proficiency Assessment

In order to determine when LEP students become proficient, districts will take into account multiple measures which include:

- A score of Proficient (P) or Advanced (A) overall on the ELP assessment along with a rating of Proficient or Above (PA) in all domains (Listening, Speaking, Reading, and Writing). Students scoring as Proficient (P) should demonstrate a proficient score on the ELP assessment for two consecutive years. Students scoring as Advanced (A), along with additional measures and teacher input, would be considered proficient and not expected to take the ELP assessment again.
- Input from additional measures of reading, writing, or language development available from school assessments that link to the district process in place for the identification of LEP students.

This recommendation is based on input from representative school district staff members that serve LEP students across the state, a review of practices in other states, and input from psychometricians.







